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ABSTRACT

Summarizing data from a nationwide survey, this report describes the diverse state educational governance systems and administrative structures as of summer 1982. Chapters on state boards of education, chief school officers, and education agencies present legal, fiscal, staffing, and program data through tables and text and offer historical information. The background, present situation, and anticipated establishment of state coordinating agencies for higher education are outlined. General information on statewide organizational patterns and finance for public education is given with an emphasis on states' interaction with school districts. Noted in the brief summary is the progress of state departments of education through traditional statistical, regulatory, and supervisory periods into new roles of leadership. A selected bibliography is included. Over half the report consists of appendixes, including narrative information on each state's board of education, chief school officer, and education agency; organizational charts for state education agencies; directories of public information officers and organizations of state agency personnel; and a sample data collection survey. (MJL)

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EDUCATIONAL GOVERNANCE IN THE STATES

A STATUS REPORT ON STATE BOARDS OF EDUCATION, CHIEF STATE SCHOOL OFFICERS, AND STATE EDUCATION AGENCIES

Prepared by
The Council of Chief State School Officers

February, 1983

U.S. Department of Education

PREFACE

In 1973, the U.S. Department of Health, Education, and Welfare published a document entitled, State Departments of Education, State Boards of Education, and Chief State School Officers. The book was written by Sam P. Harris, an education program specialist in the Office of Education, U.S. Department of Health, Education, and Welfare. It contained an extensive description of the historical development of the nation's educational governance structure at the state level, and both legal and statistical data describing the structure and functioning of boards, chiefs, and state education agencies.

In the ten years since those data were gathered, there have been a number of changes both within the states' governing structures for education, and in the relationships between the states and the federal government. In March of 1982, the then-Deputy Under Secretary for Intergovernmental and Interagency Affairs of the U.S. Department of Education, John H. Rodriguez, selected the Council of Chief State School Officers to prepare a manuscript which could serve as an update to the 1973 publication. This book, Educational Governance in the States, re-examines the status of the educational governance system at the state level. It will be a valuable resource to state and federal education administrators by gathering within a single publication information on a range of legal, programmatic and fiscal aspects of education in Fiscal Year 1982.

Wendy H. Borcherdt

Wendy H. Borcherdt
Deputy Under Secretary-Designate for
Intergovernmental and Interagency
Affairs, U.S. Department of Education

INTRODUCTION

The preparation of a manuscript which could provide a detailed picture of the status of state education governance in Fiscal Year 1982 was a project of high interest to the membership of the Council of Chief State School Officers (CCSSO). So it was with a great deal of enthusiasm that the Council welcomed the opportunity provided by the U.S. Department of Education to undertake the research project which has resulted in this publication.

CCSSO is a nonprofit organization comprised of the public official responsible for education in each state, territory, and the District of Columbia. Its goal as an organization is to assist its membership and their agencies to provide leadership in education. That goal is particularly challenging in the 1980's as the responsibilities of the federal government and of the states undergo dynamic changes. The past ten years have also seen significant shifts in educational governance systems at the state level, with both state legislatures and governors becoming more active in the area of educational policy formulation.

The information presented here helps to capture some of those changes, by examining legal, fiscal, staffing, and program data on state boards, chiefs, and education agencies. Like its predecessor volume, *State Departments of Education, State Boards of Education, and Chief State School Officers*, this publication can capture that data for only one period of time: in this case the summer of 1982. It should be noted that data on the Northern Mariana Islands were not gathered at the suggestion of its chief state school officer, because of considerable changes in the central government. However, CCSSO intends to store this information on electronic data processing equipment, and to regularly update it. In this way, the rapidly changing status of education's governance and administrative structures at the state level can be studied over the next decade, which promises to be one of tremendous change.

The Council is especially appreciative of the work of Carol J. Lewis, who designed and authored the study, and the efforts of the CCSSO Study Commission members who accepted responsibility for gathering extensive survey data in each state. In many states, a team of individuals from financial and program offices worked with the Commission member to compile the survey information. The particular interest of the CCSSO Study Commission in strengthening the management of state agencies made the Commission a particularly appropriate group of individuals to participate in the research. It is the hope of the Council that this publication will, in turn, be responsive to the Study Commission, the Chiefs, State Boards, and others who are involved in the analysis of state education systems and long-range strategic planning for education.

It is our intention to provide here baseline data of what is---including a recognition of the tremendous diversity among the states' approaches to educational governance. This publication does not recommend particular organizational structures, staffing patterns, or fiscal approaches. It will, however, be valuable to leaders and decision makers examining ways states can best meet their growing responsibilities for equitable, accessible, educational programs for the nation's citizens.

William F. Pierce
Executive Director
The Council of Chief State
School Officers

The Council of Chief State School Officers expresses its appreciation to these members of state education agencies, who, with their staffs, accepted responsibility for the completion in each state of an extensive survey which provided data for this publication:

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CHAPTER I

STATE BOARDS OF EDUCATION

Development Since 1900

Laws in individual states established a number of scattered state boards with designated officers and assigned to them executive and administrative powers often limited to a single program or purpose, such as the operation of state educational institutions, the management of a state educational fund, the administration of a textbook program, or the regulation of teaching in the public schools. The scattered and ill-defined responsibilities and authority given various state agencies and their administrative officers tended to be confusing in many states. The body possessing the broadest powers and the most duties for the state system of education came to be identified as the state board of education.

In 1900, out of the 45 states then in existence, there were state boards of education in 34 states. Today, of the 56 state and extra-state jurisdictions described here, only Wisconsin and Puerto Rico have no state board.

> The combination of lay board control and professional administration is a proper democratic process that has stood the test of time. The fact that most states have created a state board of education for the public school system indicates strong public support for an independent, nonpartisan structure at the state administrative level similar to that which exists at the local administrative level.1/

Most of the early state boards were ex officio in nature, being composed of several elected state officials and usually including the chief state school officer. These early boards were assigned such duties as determining teaching qualifications, promoting education in the state, supervising legal custody of school lands and funds, determining courses of study, selecting textbooks, and handling problems of administration and policy in connection with state operation of special institutions. These were responsibilities legislatures were hesitant to delegate to the chief state school officer alone.

> In general, state legislatures delegate to boards--other than purely advisory boards . . . --the duties for which broad discretionary powers are considered essential to good public administration. They most frequently delegate ministerial duties, or duties that require the use of little or no discretionary powers, to single officers.2/

• Policies and Legislation

As professional leadership has advanced during the present century, most state boards of education have the authority to formulate or determine administrative-level policies and adopt such rules and regulations as are necessary to carry out the responsibilities assigned to them by the constitution and statutes of the state. In many instances state boards can formulate and approve policies needed to supplement those already prescribed by the legislature for the guidance of the chief state school officer and the staff of the state department of education and of local school districts. Clearly, a primary contribution of school boards and administrators to educational policymaking is to provide programs and services relevant to the needs of their clientele.

Effective state board operation suggests the need for clear designation of responsibilities to the state board and the chief state school officer. A study of 11 states in 1967 indicated that some state education agency rulemaking procedures and operational policies needed further development. The study listed a total of 148 potentially important responsibilities in a complete state system of education and recommended that each of these be assigned by constitutional amendment or statute. The survey---of only a sampling of states---disclosed that state boards of education in those states were assigned to act on only 25 percent of the items of responsibility; chief state school officers were delegated responsibility for 13 percent of the items; and for 22 percent of the items the boards and chiefs were assigned shared responsibilities. State legislatures had not delegated clear administrative responsibility for 40 percent of the potentially important educational functions listed.3/

- A Few Past and Present Problems

Certain administrative problems have been created by (1) boards with more than one executive officer and (2) dual-purpose boards--those with leadership/regulatory board responsibilities over the state system of education and, additionally, governing board responsibilities for one or more educational institutions. State boards of education in some states have traditionally been delegated certain duties for which they are empowered to appoint executive officers who are either not under, or only partly under, the executive direction of the chief state school officer. State board operation of institutions (such as vocational schools, special schools for handicapped children, state colleges and universities, and junior and community colleges) occasionally has complicated the relationships of the chief state school officer as the executive officer of the governing board, departmental staff, and the administrators charged by the board with the operation of such institutions.

> The questions that arose under these circumstances were whether the institutional administrator was to be placed under the direction of the executive officer of the board, or whether the board should have more than one executive officer. If arrangements provided in effect or by design for more than one executive officer, the board found it difficult to coordinate its activities of regulatory leadership with its governing board functions.4/

The tendency of state boards of education to become too involved in administration and less attentive to policymaking responsibilities may be a problem. Multiple boards within a single state can also experience difficulties: For example, "Confusion has . . . been found in conflicting authority among various state boards in administering particular educational programs within the states, such as vocational education, vocational rehabilitation, and construction and financing of school facilities."5/

Also, state boards of education may operate under constraints which prevent their taking an active role in the state policy system. Such constraints frequently fall into the following categories: (1) board members have almost no relationship to the state's resources; (2) while policy determination is explicit, many board members have no legislative powers---the state legislature is likely to make most education policies; and (3) board members at the state level may have little influence with the governor and/or legislature as a source of information, advice, and policy.6/

Recent years have seen improvements in state governance of public education. Accompanying the growth in scope and complexity of the educational enterprise have been (1) the increasing assignment of responsibility for operation of special institutions to special state boards, and (2) the streamlining of functions of general state boards of education under their own executive officers.7/

In summary, since 1900 many of the structural deficiencies which hindered the development of a state board of education with clear and unequivocal duties and responsibilities have been overcome. Information gathered in June of 1982 is summarized in the remaining pages of this chapter, and is provided for further analysis and comparison.

o Summarization of State Board Data: June 1982

Table I-1 provides state-by-state information on the board designation, selection method, composition and members' term of office.

o Methods of Selection

The two principal methods of selecting state board of education members are popular election and gubernatorial appointment. In 23 states, a portion of the state board serves ex officio, by virtue of an office or position held.

Election by the People or Representatives of the People

State board of education members are elected in 13 states by popular vote; in 7 of these states election is on a partisan party ballot (or in some affiliation with a political party), while the remaining states provide for nonpartisan elections. Representatives of the people elect state board of education members in three states. In New York members of the Board of Regents are elected by a joint session of the state legislature, while in South Carolina 16 of the 17 board members are appointed by the legislative delegations for each of the 16 judicial circuits across the state (the 17th is appointed by the governor). In the state of Washington local district boards elect the state board members, by Congressional district.

Appointment by the Governor

In 34 states the governor appoints all or a majority of the members of the state board of education. The governor appoints all members in 15 of these states.

TABLE I-1: STATE BOARD OF EDUCATION

State	Designation	Selection Method and Number of Members: Popular Election	Selection Method and Number of Members: Gubernatorial Appointment	Selection Method and Number of Members: Ex Officio	Senate Confirmation	Special Members	Term of Office (Years)
Alabama	State Board of Education	Partisan - 8		1			4
Alaska	State Board of Education		7			1 student 1 military representative	5
Arizona	State Board of Education		8	1	X	a	4
Arkansas	State Board of Education		9	1	X		9
California	State Board of Education		10		X	1 student	4
Colorado	State Board of Education	Partisan - 5 b					6
Connecticut	State Board of Education		9 c	1			4
Delaware	State Board of Education		7		X		6 h
Florida	State Board of Education		7				4
Georgia	State Board of Education		10				7
Hawaii	State Board of Education	Nonpartisan - 13					4
Idaho	State Board of Education		7	1	X		5
Illinois	State Board of Education		17		X		6
Indiana	State Board of Education		10	1		d	4
Iowa	State Board of Public Instruction		9	1	X		6
Kansas	State Board of Education	Partisan - 10					4
Kentucky	State Board of Education		13	1			4
Louisiana	State Board of Elementary and Secondary Education	Partisan - 11		1			6; 8 e
Maine	State Board of Education		9		X		5
Maryland	State Board of Education		9		X		5
Massachusetts	Board of Education		12	1		1 student; AFL/CIO representative	5 f

[1] Fifteen, elected by Joint Session of State Legislature.
[2] Sixteen; elected by legislative delegations.
[3] Sixteen, elected by local district boards.
[4] Board is advisory to Director of Education.

[a] Teacher, county superintendent, school superintendent, university president community college board member, and lay persons.
[b] Will expand to 7 on 1/83.
[c] Confirmation by the General Assembly.
[d] No less than four must be employed in schools of the state.
[e] Changes to four year terms in 1984.
[f] Student elected annually.
[g] Changes to 9 in January of 1983.
[h] 6 members hold six year terms; president serves at pleasure of governor.

TABLE I-1: STATE BOARD OF EDUCATION

State	Designation	Selection Method and Number of Members: Popular Election	Gubernatorial Appointment	Ex Officio	Senate Confirmation	Special Members	Term of Office (Years)
Michigan	State Board of Education	Partisan - 8		2			8
Minnesota	State Board of Education		9		X		4
Mississippi	State Board of Education			3			4
Missouri	State Board of Education		8		X		8
Montana	State Board of Education		8	3			8
Nebraska	State Board of Education	Nonpartisan - 8					4
Nevada	State Board of Education	Nonpartisan - 9				1 student	4
New Hampshire	State Board of Education		7				5
New Jersey	State Board of Education		12	2		1 student	6
New Mexico	State Board of Education	Partisan - 10					5
New York[1]	New York State Board of Regents						7
North Carolina	State Board of Education		11	2	2		8
North Dakota	State Board of Public School Education		6	1			6
Ohio	State Board of Education	Nonpartisan - 21					6
Oklahoma	State Board of Education		6	2			6
Oregon	State Board of Education		7				7
Pennsylvania	State Board of Education		17		X		6
Rhode Island	Board of Regents		9				4
South Carolina[2]	State Board of Education		17				4
South Dakota	State Board of Education		7				5

[1] Fifteen, elected by Joint Session of State Legislature.
[2] Sixteen; elected by legislative delegations.
[3] Sixteen, elected by local district boards.
[4] Board is advisory to Director of Education.

[a] Teacher, county superintendent, school superintendent, university president, community college board member, and lay persons.
[b] Will expand to 7 on 1/83.
[c] Confirmation by the General Assembly.
[d] No less than four must be employed in schools of the state.
[e] Changes to four year terms in 1984.
[f] Student elected annually.
[g] Changes to 9 in January of 1983.
[h] 6 members hold six year terms; president serves at pleasure of governor.

TABLE I-1: STATE BOARD OF EDUCATION (continued)

State	Designation	Selection Method and Number of Members			Senate Confirmation	Special Members	Term of Office (Years)
		Popular Election	Gubernatorial Appointment	Ex Officio			
Tennessee	State Board of Education		12	3			9
Texas	State Board of Education	Partisan - 27					6
Utah	State Board of Education	Nonpartisan - 11 g					4
Vermont	State Board of Education		7				6
Virginia	State Board of Education		9 c				4
Washington3	State Board of Education			1		2 students	5
West Virginia	State Board of Education		9	2	X		9
Wisconsin			No State Board of Education.				
Wyoming	State Board of Education		9	1			6
District of Columbia	Board of Education	Nonpartisan - 11		2		1 student	---- 4
American Samoa4	Board of Regents		9	1	X		2
Guam		No information available.					
Puerto Rico			No State Board of Education.				
Trust Territories of the South Pacific		No information available.					
Virgin Islands		No information available.					

[1] Fifteen, elected by Joint Session of State Legislature.
[2] Sixteen, elected by legislative delegations.
[3] Sixteen, elected by local district boards.
[4] Board is advisory to Director of Education.

[a] Teacher, county superintendent, school superintendent, university president, community college board member, and lay persons.
[b] Will expand to 7 on 1/83.
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[e] Changes to four year terms in 1984.
[f] Student elected annually.
[g] Changes to 9 in January of 1983.

[h] 6 members hold six year terms; president serves at pleasure of governor.

The appointive power of the governor is usually limited by requiring confirmation of his appointment by the state legislature or one of its houses. In 15 of the 34 states in which the governor appoints a majority of the members of the state board of education, his appointive power is so limited.

In some of the states which traditionally have had gubernatorially appointed state board members, the governor has continued to exercise considerable influence in state educational administration and rulemaking. In others, however, there has been a trend toward political bipartisanship and decreased gubernatorial influence in education-related policies.

Ex Officio

Over the years there has been a trend away from state boards of education consisting entirely of ex officio members. A majority of the boards existing at the turn of the century were wholly or mostly ex officio. Thirty-five state boards had some ex officio members in 1920, but in 1982 only 23 boards have any ex officio members at all. 8/ (See Table I-1.) Among these, the chief state school officer is an ex officio member in 15 states, the governor in 2, with other state officials and representatives of higher education institutions serving in other instances.

The ex officio method of constituting a board or selecting board members is a carryover from the 1800s, when several state officials were called upon to administer state programs that could not in good conscience be delegated to a single officer. 9/ Today, the ex officio method is justified primarily to facilitate coordination of state education activities with other state governmental functions, and to promote harmonious relationships in educational administration.

As indicated in Table I-1, only two methods of selecting state board members have become widely prevalent: (1) Appointment by the governor and (2) election by the people or their representatives. Both methods have strong support and strong opposition. "Lacking substantial evidence of which system is best for any given state or all states as a whole, much of the conflict has merely reflected opinions." 10/ Considerable difficulty would be involved in attempting to objectively measure the effectiveness of these methods, for each has succeeded and each has failed, depending on such variables as qualifications and perspectives of members who may be chosen, conditions in the states, and traditions.

• Number of Members

The number of members of state boards of education in June 1982 ranged from 3 in the state of Mississippi to 27 in Texas. In 35 states the board size is between 7 and 12 persons, including ex officio members, with a nine-member board occurring most frequently.

• Special Members

The survey sent to all states in the summer of 1982 sought information on any special members on the state board of education, such as representatives of students or of teachers. Responses, reported in Table I-1, show that in California, Massachusetts, Nevada, New Jersey, Washington and the District of Columbia, there are student members. Massachusetts also has an AFL/CIO representative. In Arizona and Indiana, professional educators comprise a portion of the board. In contrast, in the state of Massachusetts, board membership by a professional educator is forbidden by law. Alaska's state board of education includes a military adviser.

- Areas of Responsibility

States were surveyed for state board responsibilities in eight particular areas: vocational education, vocational rehabilitation, libraries, museums, educational television, adult education, textbook approval, and higher education. Responses are tallied in Tables I-2 and I-3.

Table I-2 reports which state boards of education also serve as the state's vocational education board and as the state's vocational rehabilitation board. In most states, the state board of education also serves as the state vocational education board; 43 states, the District of Columbia and American Samoa indicate that dual responsiblity. In fewer than half as many states (18) the state board of education also serves as the vocational rehabilitation board.

Responsibilities for the functional and programmatic areas listed in the survey reveal more diversity among the states. Only 10 states and American Samoa report the state board is responsible for libraries; 3 supervise museums. Educational television comes under the board in 32 states and the District of Columbia, but the policymaking authority is shared with another board, commission or agency in 7 of them.

Most state boards have jurisdiction over adult education; only 8 of the survey respondents did not mark this as a board responsibility.

The function of textbook approval is a state board responsiblity in fewer than half the states (25, plus the District of Columbia).

In Montana and Washington, none of the survey's suggested specific areas of responsibility falls to the state board of education.

- Higher Education Responsibilities

The eighth area of responsibility, higher education, is reported in a separate table, Table I-3.

In the majority of states (44, plus the District of Columbia) there is a separate policy board for higher education. Only 18 states report that the state board of education has formal liaison with that separate higher education board. In Arizona, Florida, and West Virginia, such liaison occurs through the chief state school officer's ex officio membership on the higher education body.

Frequently states report limited post secondary responsibilities for the state board of education. Fourteen states identify approval of teacher training programs as a significant state board activity; post secondary vocational

TABLE I-2: STATE BOARD OF EDUCATION RESPONSIBILITIES

State	Areas of Responsibility						
	Vocational Education Board	Vocational Board Rehabilitation	Libraries	Museums	Educational Television	Adult Education	Textbook Approval
Alabama	X	X			X[a]	X	X
Alaska	X	X	X	X	X	X	
Arizona	X					X	X
Arkansas	X				X	X	X
California	X				X	X	X
Colorado			X			X	
Connecticut	X	X			X	X	
Delaware	X					X	
Florida	X				X	X	X
Georgia	X		X			X	X
Hawaii			X		X	X	X
Idaho	X	X			X	X	X
Illinois	X				X	X	
Indiana					X	X	X
Iowa	X	X			X[a]	X	
Kansas	X					X	
Kentucky	X	X			X	X	X
Louisiana	X				X[a]		X
Maine	X						
Maryland	X	X	X		X	X	
Massachusetts	X				X	X	
Michigan	X	X	X		X	X	
Minnesota[1]	X		X		X	X	
Mississippi	X	X			X[a]	X	X
Missouri	X	X			X	X	
Montana	None of these responsibilities.						
Nebraska	X	X			X	X	
Nevada	X					X	X

[1] Also community education

[2] Also Board of Nursing Registration and Education.

[a] Responsibility is shared with another commission/authority.

[b] In vocational/technical and instructional areas.

TABLE 1-2: STATE BOARD OF EDUCATION RESPONSIBILITIES
(continued)

State	Areas of Responsibility						
	Vocational Education Board	Vocational Board Rehabilitation	Libraries	Museums	Educational Television	Adult Education	Textbook Approval
New Hampshire[2]	X	X				X	
New Jersey	X		X	X		X	X
New Mexico	X	X				X	X
New York	X	X	X	X	X	X	
North Carolina	X				X[a]		X
North Dakota	X						
Ohio	X				X	X	X
Oklahoma	X				X[a]	X[b]	X
Oregon	X				X[a]	X	X
Pennsylvania	X				X	X	
Rhode Island	X					X	X
South Carolina	X				X[a]	X	X
South Dakota						X	
Tennessee	X	X			X	X	X
Texas	X				X	X	X
Utah[3]	X	X			X	X	
Vermont	X					X	
Virginia	X				X	X	X
Washington	None of these responsibilities.						
West Virginia	X	X				X	X
Wisconsin	No State Board of Education						
Wyoming	X						
District of Columbia	X	X			X	X	X
American Samoa	X		X				
Guam	No information available.						
Puerto Rico	No State Board of Education						
Trust Territories of the South Pacific	No information available.						
Virgin Islands	No information available.						
TOTALS	45	18	10	3	32	43	26

[1] Also community education

[2] Also Board of Nursing Registration and Education.

[a] Responsibility is shared with another commission/authority.

[b] No state board of education.

TABLE I-3: STATE BOARD OF EDUCATION

HIGHER EDUCATION RESPONSIBILITIES

State	State Has A Separate Higher Education Policy Board	Liaison With That Separate Board	Two-Year Institutions	Four-Year Institutions
Alabama			X	
Alaska	X	X		
Arizona[1]	X	X[a]		
Arkansas[1]	X			
California	X			
Colorado[1]	X			
Connecticut	X	X		
Delaware	X	X		
Florida[2]	X	X[a]		
Georgia[3]	X	X		
Hawaii	X			
Idaho	X	X	X	X
Illinois[1]	X	X		
Indiana[1]	X			
Iowa[1]	X	X	X	
Kansas	X		X	
Kentucky	X			
Louisiana	X	X		
Maine			X[c]	X[b]
Maryland	X	X		
Massachusetts[1/3]	X			
Michigan[1/4]			X	X
Minnesota			X[d]	
Mississippi	X			
Missouri[3]	X			
Montana	X		X	X
Nebraska	X			
Nevada	X			

[1] Approval of teacher training programs.

[2] State Board of Education approves rules/ recommendations recommended by Board of Regents and Community College Coordinating Board.

[3] Responsibility for postsecondary vocational education.

[4] Planning and coordination only, except for teacher training and student financial aid.

[a] State Superintendent is ex officio member the Higher Education Commission/ Board of Regents.

[b] Out-of-state institutions only.

[c] Only over state technical/vocational institutes.

[d] Vocational/technical institutes only.

TABLE I-3:
STATE BOARD OF EDUCATION

HIGHER EDUCATION RESPONSIBILITIES
(continued)

State	State Has A Separate Higher Education Policy Board	Liaison With That Separate Board	Two-Year Institutions	Four-Year Institutions
New Hampshire[3]	X			
New Jersey[1]	X			
New Mexico[3]	X	X	X	
New York			X	X
North Carolina	X			
North Dakota	X			
Ohio[1]	X			
Oklahoma[1]	X	X		
Oregon	X	X	X	
Pennsylvania	X	X	X	X
Rhode Island	X			
South Carolina[1]	X			
South Dakota	X			
Tennessee	X			
Texas[1/3]	X	X		
Utah	X	X		
Vermont[1]	X		X	X
Virginia	X			
Washington	X			
West Virginia	X	X[a]		
Wisconsin		No state board of education		
Wyoming				
District of Columbia	X			
American Samoa		No higher education responsibilities.		
Guam	No information available.			
Puerto Rico		No State Board of Education		
Trust Territories of the South Pacific	No information available.			
Virgin Islands	No information available.			
Totals	43	17	13	7

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[1] Approval of teacher training programs.

[2] State Board of Education approves rules/recommendations recommended by Board of Regents and Community College Coordinating Board.

[3] Responsibility for postsecondary vocational education.

[4] Planning and coordination only, except for teacher training and student financial aid.

[a] State Superintendent is ex officio member the Higher Education Commission/Board of Regents.

[b] Out-of-state institutions only.

[c] Only over state technical/vocational institutes.

[d] Vocational/technical institutes only.

education program responsibility was listed by Massachusetts, Missouri, and New Mexico, and, limited to certain institutions, by Maine and Minnesota.

Only a few state boards have authority over either two-or four-year post secondary institutions in their states.

For example, in New York the Board of Regents has statutory authority for extensive planning approval for public and independent higher education.

Idaho's state board of education and the Board of Regents of the University of Idaho (both established in the constitution) are, by statute, combined. The state board also serves as the board of trustees for 2 other state universities and a state college, as well as having general supervision, governance and control of the public junior colleges.

Florida's state board approves formal rules and regulations recommended by that state's university board and the community college coordinating board.

The state board of education in Pennsylvania regulates activities of a separate Board of State College and University Directors. The state board of education in that state also has authority over graduate schools.

Certifying and the granting of degree authority to private institutions of higher education are among the powers of the Vermont state board.

And in Utah, the state has experienced considerable controversy relative to a constitutional provision which gives the state board of education responsibilities for general control and supervision of all public education, including higher education. In practice, the board has limited its policy activities to system-wide policy rather than any with regard to individual higher education institutions.

Further discussion of coordination between elementary/secondary programs and higher education programs is provided in Chapter IV.

Administrative Procedures

Board Officers

Information was gathered regarding several aspects of state board administrative procedure. Table I-4 presents one portion of that data: a listing of state board officers in each state, including term of office and selection procedure. Most often, such officers are chosen through board election and serve for one year. In Alabama and Florida the governor serves as board chairman; in 6 other states the governor names the board chairman.

Meeting Schedule

In Table I-5 are listed the standing meeting schedules for all state boards, effective June 1982.

TABLE I-4: STATE BOARD OFFICERS

State	Board Officers	Term of Office	Selection Procedure
Alabama	President Vice President Secretary/Executive Officer	Vice President, 1 Year	Governor serves as President; Superintendent as Secretary/Executive Officer; Board elects Vice President
Alaska			
Arizona	President Vice President	1 Year	Board Election
Arkansas	Chairman Vice Chairman	1 Year	Board Election
California	President Vice President	At Pleasure of board	Board Election; Six votes required; Statute calls for reorganization with any membership change
Colorado	Chairman Vice Chairman	2 Years	Board Election
Connecticut	Chairperson Vice Chairperson	2 Years for Vice Chairperson; Chairperson serves at pleasure of Governor	Chairperson appointed by Governor; Board elects Vice Chairperson
Delaware	President Vice President	Vice President, 1 Year.	President named by Governor; Vice President elected by Board.
Florida	Chairman Secretary/Executive Officer	4 Years	Governor serves as Chairman; Commissioner as Secretary/Executive Officer
Georgia	Chairman Vice Chairman Chairman of Appeals	1 Year	Board Election
Hawaii	Chairperson First and Second Vice Chairpersons		Board Election
Idaho	President Vice President Secretary	1 Year	Board Election
Illinois	Chairman Vice Chairman Secretary	2 Years	Board Election
Indiana	Chairman Secretary	4 Years	Superintendent is Chairman; Board elects Secretary
Iowa	President Vice President	2 Years	Board Election
Kansas	Chairman Vice Chairman	2 Years	Board Election
Kentucky	Chairman Vice Chairman	1 Year	Board Election
Louisiana	President Vice President	1 Year	---
Maine	Chairman Vice Chairman	1 Year	Board Election
Maryland	President Vice President	1 Year	Board Election
Massachusetts	Chairperson Vice Chairperson Two Executive Committee Members	1 Year	Board Election

TABLE I-4: STATE BOARD OFFICERS
(continued)

State	Board Officers	Term of Office	Selection Procedure
Michigan	President Vice President Secretary Treasurer	2 Years	Board Election
Minnesota	President	1 Year	Board Election
Mississippi	Chairman	4 Years	Superintendent serves as Chairman
Missouri	President Vice President	At Board's pleasure.	
Montana	President Secretary	4 Years	
Nebraska	President Vice President	2 Years	Board Election
Nevada	President Vice President	1 Year	Board Election
New Hampshire	Chairman	1 Year	Appointed by Governor
New Jersey	President Vice President	1 Year	Board Consensus
New Mexico	President Vice President Secretary	1 Year	Board Election
New York	Chancellor Vice Chancellor	3 Years	Board Election
North Carolina	Chairman Vice Chairman	2 Years	Board Election
North Dakota	Chairman	1 Year	Board Election
Ohio	President Vice President	2 Years	Board Election
Oklahoma	President	4 Years	Superintendent serves as President
Oregon	Chairman Vice Chairman	1 Year	
Pennsylvania	Chairman	At Pleasure of Governor.	Appointed by Governor
Rhode Island	Chairman Vice Chairman Secretary Treasurer	2 Years for Vice Chairman, Secretary, and Treasurer.	Governor appoints Chairman; others Board elects
South Carolina	Chairman Vice Chairman	1 Year	Board Election
South Dakota	President Vice President	1 Year	Board Election

TABLE I-4: STATE BOARD OFFICERS
(continued)

State	Board Officers	Term of Office	Selection Procedure
Tennessee	Chairman	At the pleasure of the Governor	Appointed by Governor
Texas	Chairman Vice Chairman Secretary	2 Years	Board Election
Utah	Chairman Vice Chairman Executive Officer	1 Year for Chairman and Vice Chairman.	Superintendent is Executive Officer; others Board elects.
Vermont	Chairman	2 Years	Board Election
Virginia	President Vice President	2 Years	Board Election
Washington	President Vice President Secretary	1 Year for President and Vice President; Secretary serves at Board's pleasure.	Board Election
West Virginia	President Vice President Secretary	1 Year	Board Election
Wisconsin	No State Board of Education		
Wyoming	Chairman Vice Chairman Secretary	1 Year	Board Election
District of Columbia	President Vice President Executive Secretary	1 Year for President and Vice President	Board Election except Executive Secretary, which is a contractual staff position.
American Samoa	No information available.		
Guam	No information available.		
Puerto Rico	No State Board of Education		
Trust Territories of the South Pacific	No information available.		
Virgin Islands	No information available.		

TABLE I-5: ADMINISTRATIVE PROCEDURES

State	Regular Meeting Schedule	Compensation of Board Members		Board Staff			
		Expenses Paid	Per Diem	Separate from SEA	Executive Secretary	Board Attorney	Others
Alabama		X	X	No	X	X	
Alaska			$80	No			None
Arizona	Fourth Monday	X	X	No			2
Arkansas	Quarterly	X	$25				
California	Second Thursday and preceding day, except August	X	$50	No	Sup't.	X	4
Colorado	Second Thursday	X					
Connecticut	First Wednesday	X		No			None.
Delaware	Third Thursday	X	$50	No	Sup't.		
Florida	First and Third Thursday	X					
Georgia	Second Thursday		$44	No	Sup't.		
Hawaii	First and Third Thursday		$45/65[a]	No			2
Idaho		X	$50	Yes			
Illinois	Second and Fourth Thursday	X	$50				8.25
Indiana	First Wednesday, Second Friday, Third Thursday	X	X	No			X[b]
Iowa	Second Thursday and Friday	X	$40	No			X[b]
Kansas	Second Tuesday and Wednesday	X	$50	Yes	X	X	
Kentucky	Bi-monthly	X	100				
Louisiana	Third Thursday	X	$50	Yes	X		4
Maine	Second Wednesday	X		No			None[b]
Maryland	Last Wednesday	X		No	X		
Massachusetts	Fourth Tuesday	X		Yes			X
Michigan	First and Third Tuesday and Wednesday	X		No	X		3
Minnesota	Second Monday and Tuesday	X	$35				None
Mississippi	Fourth Monday			No			2
Missouri	Monthly	X	$25	No	X		X[b]
Montana				Yes			
Nebraska	Monthly	X		No	Comm'r.		X[b]
Nevada		X					None
New Hampshire	Second Monday	X					None[c]
New Jersey	First Wednesday	X	X	No	X	X[d]	

[a] Interisland/Mainland.
[b] Noted that SEA serves as Board staff.
[c] Secretarial services provided by SEA staff.
[d] Attorney also handles other responsibilities for Commissioner.
[e] State Superintendent is Secretary to Board.
[f] Also $10 per day salary.
[g] Salary of $20,000 annually; $22,500 for Board president.
[h] Transportation.

TABLE I-5: ADMINISTRATIVE PROCEDURES (continued)

State	Regular Meeting Schedule	Compensation of Board Members		Board Staff			
		Expenses Paid	Per Diem	Separate from SEA	Executive Secretary	Board Attorney	Others
New Mexico			X				
New York	Third Thursday and Friday, except August	X		No	X		
North Carolina	First Thursday	X		Yes	X		
North Dakota		X	$50				None
Ohio	Second Monday, ten months per year.	X	$136	No	Sup't		
Oklahoma	Fourth Thursday	X	$18	No	X		3
Oregon	Fourth Thursday and Friday	X	$30	No	Deputy Sup't		
Pennsylvania	Second Thursday each month except August	X		No	X		1
Rhode Island	Second and Fourth Thursday	X	$50 $75				
South Carolina							X[a]
South Dakota	Second Tuesday of every other month	X	$30				None
Tennessee			X	Yes	X		
Texas	Second Saturday, except August and December	X		No			1
Utah	Third Thursday and Friday	X	X	No			1
Vermont	Third Monday		$30	No			None
Virginia	Fourth Thursday and Friday	X	$50	No			2[c]
Washington	Bi-monthly on Thursday and Friday	X		Yes	X		5
West Virginia	Second Friday	X	$50	No			X[b]
Wisconsin	No State Board						
Wyoming			$50[f]	No			
District of Columbia	First and third Wednesdays, except summer.	X[g]		Yes	X		12
American Samoa		X[h]	X				
Guam		No information available.					
Puerto Rico	No State Board						
Trust Territories of the South Pacific		No information available.					
Virgin Islands		No information available.					
TOTALS		41	33				

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[a] Interisland/Mainland.

[b] Noted that SEA serves as Board staff.

[c] Secretarial services provided by SEA staff.

[d] Attorney also handles other responsibilities for Commissioner.

[e] State Superintendent is Secretary to Board.

[f] Also $10 per day salary.

[g] Salary of $20,000 annually; $22,500 for Board president.

[h] Transportation.

Compensation

All states except Montana and South Carolina report that board member expenses are paid and/or a per diem is provided. In Wyoming and the District of Columbia, board members are salaried. Details are given in Table I-5.

Board Staff

Recent increases in staff specifically assigned to the state board of education suggested several survey questions. One was to determine in how many states the board staff is separate from the state education agency staff; only nine boards report such an arrangement.

In response to the question of whether the state board staff includes an executive secretary, approximately one-third (20) of the respondents replied affirmatively, but 6 of these note that the chief state school officer (or deputy) serves the board in that role.

Only four boards indicate that board staff includes an attorney other than the state's attorney general.

While few states have staff in addition to these two positions, Illinois reports 8 others, and the District of Columbia board has 12 more. See Table I-5 for full details.

State Board Standing Committees

Twenty of the state boards of education have no standing board committees; Ohio law prohibits such committees. The remaining boards range from one standing committee (Massachusetts) to ten (Hawaii, where the board is also the board for a single, statewide school system.). The focus of board standing committees is diverse, reflecting the particular concerns and organization of each state. For example, the Nebraska board has a standing committee for farm management; Minnesota, one for Indian education; North Carolina, a committee on insurance; and Washington reports a human rights committee. The most frequently identified standing board committees are those dealing with finance/budget, legislation, policy, vocational education/vocational rehabilitation, and teacher certification. Only five boards report standing committees in the areas of long range planning or planning and development.

Public Participation

The states' responses to a survey item seeking information on board procedures for public participation in the work of the board were very similar. Responses repeatedly included such public involvement approaches as: advisory councils and committees which report directly to the state board; advance publication and distribution of the board's meeting agenda; correspondence; public hearings; and regularly designated agenda time for individuals or representatives of organizations/special interest groups to address the board. In Alaska a portion of each board meeting is broadcast by statewide audio network. New York and Tennessee, and the District of Columbia report that the board routinely holds a number of meetings at regional locations to encourage additional public participation.

Grievance Procedures

State board regulations or the state's administrative procedures usually determine the process the public uses when there is a grievance with regard to state board actions or policies. Most states indicate that such appeals are brought before the full board, using a formal process set forth in policy or rules. A number of states report that court challenges/judicial review are the usual approach. In West Virginia, an appeal to the state legislature may result in the overruling of a state board of education policy decision.

- ### Promulgation of Rules

In 45 of 50 states the state board of education has the authority to issue administrative rules which have the force of statutory law. The only states not reporting this authority are Arkansas, Idaho, Montana, North Dakota, and Wisconsin.

Several states noted that such rule promulgation must follow procedures set forth in the state administrative code, such as public notice, hearings, publication through the Secretary of State, and review by the Attorney General, state legislature or special legislative committee. In some states rulemaking authority is conferred upon the state board of education by statute and is limited to certain curriculum or administrative responsibilities only.

- ### Additional Resources

Further information on state board of education administrative procedures can be obtained by contacting individual states. Most boards publish policy documents which are frequently updated.

Summary

This chapter has highlighted the history of state boards of education, and provided details on the current status of boards in terms of selection process, composition, terms of office, areas of responsibility and administrative procedures.

CHAPTER II

CHIEF STATE SCHOOL OFFICERS

General Remarks

Every state has established by constitutional provision or by statute a position commonly referred to as that of "chief state school officer." Considered to be state government officials as well as professionals in education, chief state school officers are called commissioners (17) or superintendents of public instruction (22); some are superintendents of schools (4), of education (6); directors of education (3); or secretaries of education (2).

In most states, the chief state school officer serves as (1) the executive officer of the state board of education, (2) the administrative head of the state department of education, and (3) the chief administrative officer of the state for executing the laws, rules, and regulations relating to education which arise under the state constitution, state statutes, or policies of the state board of education. Generally, while state boards have increasingly performed principal policymaking functions within the scope of state laws, chief state school officers and their staffs have performed the professional administrative tasks.

In the past, the position of chief state school officer in many states commanded little prestige, was considered political, and provided a fairly low salary. As the importance of competent state leadership was recognized, however, the situation changed significantly.

Functioning within state governments and dealing with federal and local governments on an intergovernmental basis, chief state school officers clearly occupy a crucial and significant leadership position in the educational enterprise. The challenging responsibility facing chief state school officers in every state "is to provide insightful and effective leadership in planning and conducting continuous studies that provide the basis and rationale for proposing goals, policies, and priorities for the improvement of education---or at least of elementary and secondary education---in the state."1/

This chapter emphasizes selected factors and conditions which influence the character of the office and have a bearing on the kind and quality of professional educational leadership likely to be found in any state; for example, the procedures used to select the chief state school officer, the term of office, the level of salary authorized, the qualifications for office, and the relationship of the chief state school officer to the state board of education.

Methods of Selection

Three different methods of selecting chief state school officers employed since 1920 have been (1) election by the people, (2) appointment by the state board of education, and (3) appointment by the governor.2/

- Election by Popular Vote

Thirty-five states elected the chief state school officer to office by popular vote at some time from January 1, 1900 to September 1, 1972. On 1982, 18 states still use this method. (See Table II-1.) In 13 of these states the chief state school officer is elected on a partisan ballot.

Election by popular vote, usually on a partisan ballot, was the prevalent method of selecting chief state school officers before 1900. One reason for the continuance of various forms of election is that the office of the chief state school officer generally has constitutional status, and state constitutions are not readily nor frequently amended. In addition, the elective method is supported by the view that the person elected to office represents the will of a majority of the voters and will be responsive to them.

Proponents of the election of chief state school officers point out that: (1) election by partisan ballot practically assures that the person so elected will obtain the support of his party in making changes in education; (2) election by popular vote can cause the chief to have considerable influence with the governor and other elected officials, yet not be dominated by their views; and (3) persons elected will be reasonably familiar with existing needs and problems because the selection is limited to candidates from within the state.3/

- Appointment by the State Board of Education

Among the methods of selecting the chief state school officer, appointment by the state board of education has continuously increased, from 3 states in 1896 to 28 in 1982. (See Table II-1.) In Minnesota, the chief is appointed by both the board and the governor. Three states--Alaska, Massachusetts, and Rhode Island--changed the method of selecting the chief state school officer from appointment by the state board of education to appointment by the governor, but all subsequently returned to the board-appointment method.

Arguments in favor of board-appointed chief state school officers usually focus upon the idea that such chiefs are more likely to have a nonpartisan position in relation to politics and can be regarded more as educators and less as political figures by the public. Too, proponents of this method tend to feel that (1) as a policy-determining body a board should be able to select its executive officer and hold him responsible for recommendations concerning policy alternatives and policy implementation, and (2) the board should be in a better position than the voters to select a competent, qualified person---not necessarily a resident of the state---to serve as the chief state school officer.4/

It is desirable that state law establishing the structure for the central education agency in a given state make express provisions for a workable separation of powers--the state board as the policy making component and the chief state school officer as the executive/administrative component--at the administrative level. It has been noted that New York was the first state to establish a central education authority under law that provided a distinct separation of powers at the administrative level;laws in other states have not always provided for this separation.5/

TABLE II-1: THE CHIEF STATE SCHOOL OFFICER

State	Title	Method of Selection: Popular Vote	Method of Selection: Appointed By State Board	Method of Selection: Appointed By Governor	Term	Date Incumbent Took Office	Date Present Term Expires	Salary
Alabama	State Superintendent of Education		X		4 Years	10/1/75	9/30/84	$65,000
Alaska	Commissioner		X a		Up to 5 years; May be reappointed.	1971	1983	70,116
Arizona	State Superintendent of Public Instruction	X			4 Years	1975	1982	36,000
Arkansas	Director		X		At pleasure of the Board and Governor.	4/1/79	Indefinite	51,520
California	Superintendent of Public Instruction	X			4 Years	1971	1983	42,500
Colorado	Commissioner of Education		X		At pleasure of the Board.	8/73		62,519
Connecticut	Commissioner of Education		X		4 Years	1974	1/3/83	54,891
Delaware	State Superintendent of Public Instruction		X		1 Year	7/1/80	6/30/83	69,000
Florida	Commissioner of Education	X			4 Years	4/24/74	12/82	55,600
Georgia	State Superintendent of Schools	X			4 Years	8/77	12/82	52,000
Hawaii	Superintendent of Education		X			1/1/82		50,490
Idaho	State Superintendent of Public Instruction	X			4 Years	1/79	1/83	37,500 b
Illinois	State Superintendent of Education		X		3 Years	8/80	7/31/84	69,347
Indiana	Superintendent of Public Instruction	X			4 Years	3/15/73	1/12/84	36,000
Iowa	State Superintendent		X c		4 Years	7/72	7/83	48,200 d
Kansas	Commissioner of Education		X			6/30/76		61,818
Kentucky	State Superintendent of Public Instruction	X			4 Years	1/10/80	1/84	47,310
Louisiana	State Superintendent of Education	X			4 Years	5/10/76	5/84	60,169
Maine	Commissioner			X e	Coterminous with Governor.	8/6/79		42,000

[a] With the Governor's approval. [b] Effective 1/83. [c] With Senate confirmation. [d] Projected $52,000 in FY 83.
[e] Nominated by State Board. [f] With Governor as voting board member. [g] With Senate consent. [h] $52,500 on 1/1/83.
[i] With Senate endorsement.

TABLE II-1: THE CHIEF STATE SCHOOL OFFICER (continued)

State	Title	Method of Selection			Term	Date Incumbent Took Office	Date Present Term Expires	Salary
		Popular Vote	Appointed By State Board	Appointed By Governor				
Maryland	State Superintendent of Schools		X [a]		4 Years	3/77	6/84	$56,574
Massachusetts	Commissioner of Education		X		At pleasure of the Board.	1/1/82		61,000
Michigan	State Superintendent of Public Instruction		X		3 Years	4/30/80	4/30/83	58,400
Minnesota	Commissioner of Education		X[e]	X[c]	4 Years	6/15/81	12/31/82	45,000
Mississippi	State Superintendent of Education	X			4 Years	1/14/76	1/84	34,000
Missouri	Commissioner of Education		X		At pleasure of the Board.	1/71		55,500
Montana	Superintendent of Public Instruction	X			4 Years	1/1/81	12/31/84	36,836
Nebraska	Commissioner of Education		X		At pleasure of the Board.	1/76	12/31/82	48,000
Nevada	Superintendent of Public Instruction		X		3 Years	1/79	4/84	43,749
New Hampshire	Commissioner of Education		X		At pleasure of the Board.	8/16/76		40,000
New Jersey	Commissioner of Education			X [c]	5 Years	7/1/82	6/30/87	70,000
New Mexico	State Superintendent of Public Instruction		X		At pleasure of the Board.	7/1/63		50,000
New York	Commissioner of Education		X		At pleasure of the Board.	7/1/77		71,100
North Carolina	State Superintendent of Public Instruction	X			4 Years	1/1/69	12/31/84	51,396
North Dakota	Superintendent of Public Instruction	X			4 Years	1/1/81	12/31/84	40,000
Ohio	Superintendent of Public Instruction		X		At pleasure of the Board.	3/16/77		61,793
Oklahoma	State Superintendent of Public Instruction	X			4 Years	1/71	1/83	35,000
Oregon	State Superintendent of Public Instruction	X			4 Years	1/79	1/83	48,600
Pennsylvania	Secretary of Education			X [c]	At pleasure of the Governor.	1/79	1/83	44,000

[a] With the Governor's approval. [b] Effective 1/83. [c] With Senate confirmation. [d] Projected $52,000 in FY 83.
[e] Nominated by State Board. [f] With Governor as voting board member. [g] With Senate consent. [h] $52,500 on 1/1/83.
[i] With Senate endorsement.

TABLE II-1: THE CHIEF STATE SCHOOL OFFICER--continued

State	Title	Method of Selection: Popular Vote	Method of Selection: Appointed By State Board	Method of Selection: Appointed By Governor	Term	Date Incumbent Took Office	Date Present Term Expires	Salary
Rhode Island	Commissioner of Education		X f		3 Years	9/3/81	8/31/84	$60,000
South Carolina	State Superintendent of Education	X			4 Years	1/10/79	1/83	55,000
South Dakota	State Superintendent of Public Instruction		X			10/2/79		40,895
Tennessee	State Commissioner of Education			X	At pleasure of the Governor.	1/1/81		55,000
Texas	Commissioner of Education		X g		4 Years	6/1/81	5/30/85	60,000 *
Utah	State Superintendent of Public Instruction		X		At pleasure of the Board.	7/82		63,000
Vermont	Commissioner		Xe		At pleasure of the Board.	2/1/82		36,600
Virginia	State Superintendent of Public Instruction			X	At pleasure of the Governor.	8/1/79	1/16/86	59,500
Washington	State Superintendent of Public Instruction	X			[illegible] Years	1/73	1/85	42,800
West Virginia	State Superintendent of Schools		X		At pleasure of the Board.	7/1/79		56,256
Wisconsin	State Superintendent of Public Instruction	X			4 Years	7/6/81	7/85	58,139
Wyoming	State Superintendent of Public Instruction	X			4 Years	1/79	1/83	37,500 h
District of Columbia	Superintendent of Schools		X		3 Years	7/1/81	7/1/84	59,500
American Samoa	Director of Education			X	Indefinite.	7/74		33,000
Guam		No information available.						
Puerto Rico	Secretary of Education			X[i]	At pleasure of the Governor.	2/1/80		32,000
Trust Territories of the South Pacific	Director, Office of Education			X	By contract.	12/1/80	10/15/83	32,500
Virgin Islands		No information available.						
TOTALS		18	28	8				

[a] With the Governor's approval. [b] Effective 1/83. [c] With Senate confirmation. [d] Projected $52,000 in FY 83. * Not to exceed this amount.
[e] Nominated by State Board. [f] With Governor as voting board member. [g] With Senate consent. [h] $52,500 on 1/1/83.
[i] With Senate endorsement.

- Appointment by the Governor

The data in Table II-1 show that the chief state school officer is appointed by the governor in 6 states: Maine, Minnesota (jointly with the state board of education), New Jersey, Pennsylvania, Tennessee, Virginia, and 3 territories. State board members in each of these states and American Samoa are also appointed by the governor.

In 1949 Maine changed the method of selecting its chief state school officer from appointment by the governor to appointment by the state board of education, but in 1972 the state returned to gubernatorial appointment.

Although appointment by the governor is used by considerably fewer states than the other two methods of selection (board appointment and election), there are strong advocates of gubernatorial appointment. Arguments in favor of appointment by the governor usually begin with the assumption that the governor can appoint and give full support to a competent leader. Other arguments mentioned are: (1) general control of state government by the appointing governor tends to facilitate statewide planning and coordination, and (2) a chief state school officer appointed for a term longer than that of the Governor and removable only for cause is somewhat free from short-term political pressures.6/

Few, if any, objective measures of the relative merits of the three methods of selecting chief state school officers are possible. The particular organizational patterns or administrative devices used cannot guarantee the success of chief state school officers or the departments of education which they administer. "There have been both successful and unsuccessful chief state school officers under all leading systems of organization and administration, perhaps because the best system cannot itself make an incompetent person successful and the worst system cannot prevent success by the most competent."7/

Term of Office

Thirty-three states report that the chief state school officer serves a specific term of office, usually four years (See Table II-1). However, in Delaware state law has limited the state superintendent's term to one year; in Alaska, the commissioner's term is "up to five years," with reappointment possible.

A fixed term specified in statute has been advocated for the state's top education administrator:

> Regardless of the method employed to select a chief state school officer, he should have some security while in office to exercise his powers and conduct his duties without fear of dismissal at the unlimited discretion of a superior agency or officer. He should not be placed in the position of serving at the pleasure of the governor or the state board of education. Where the state governor can dismiss the chief state school officer without showing cause, the educational affairs of the state cannot be removed from partisan politics. Where the state board of education can

> dismiss the chief state school officer without showing cause, the board or individual members of the board may be encouraged at times to intrude upon the professional sphere of administrative control. Dismissal without cause under any conditions is incompatible with democratic ideals.[8]

Nevertheless, in almost one-third of the states (16), the chief state school officer does serve an indefinite term, at the pleasure of the governor or the state board of education.

Length of Service

Table II-1 shows the frequent turnover in state education agency executive office. Thirteen of the states and territories had a new chief state school officer within the 18 months preceding the survey (January 1981 to July 1982); an additional six came into office in 1980. Only 7 chiefs have held their positions more than ten years: those in Alaska, California, Iowa, Missouri, New Mexico, North Carolina, and Oklahoma. The average length of service at the time this information was gathered was 4.7 years.

This movement in the top level of state education administration may continue, since 5 chiefs indicate that their current term of office expires in 1982, and 13 in 1983, in addition to the 16 who report indefinite terms, subject to the pleasure of the board or the governor.

Salary

In 1972, Sam Harris reported the median for chiefs' salaries as $27,085 per year, up from $17,000 in 1964.[9] In 1982, the average salary is $50,827; the median is $51,458. Salaries in 1982 range from $32,000 to $71,100. See Table II-1.

Of course it is important that the salary of the chief state school officer be sufficiently high to attract and employ a well qualified educational leader who can maintain a favorable status and public image for education in relationships with the governor, the legislature, the profession, and the public.

Concern has been expressed that the salary paid the chief state school officer in many states is no higher than the ceiling of the salary schedule for the state agency's civil service staff. Historically, many chief state school officers and their professional staffs have not received salaries comparable with those of persons having equivalent preparation, experience, and responsibility in other areas of education, such as presidents of state universities and local district superintendents.

Qualifications for Office

At the suggestion of a number of persons interviewed at the outset of this updated study, the project staff sought information on qualifications for the office of the chief state school officer, as set forth in each state's constitution, law, or policies. Those data are presented in Table II-2.

TABLE II-2: THE CHIEF STATE SCHOOL OFFICER QUALIFICATIONS FOR OFFICE

Qualifications for Office									Basis for Qualifications		
State	BA	MA	Ph.D	TC	AC[1]	State Citizen	Other	Administrative Experience	Law	Constitution	Policy
Alabama			X								Unwritten
Alaska		X						X	X		
Arizona						X				X	
Arkansas		X		X			Teaching experience.	X	X		
California		None.									
Colorado		None given.									
Connecticut			X		X						X
Delaware	X		X[a]		X[a]		Teaching experience.		X		
Florida						X				X	
Georgia		X							X		
Hawaii	X							X	Not available.		
Idaho	X				X		U.S. Citizen and 2 years state resident, by Constitution.		X		
Illinois							Administrative ability.				X
Indiana						X			X		
Iowa		X		X	X				X		
Kansas			X					X			X
Kentucky						X[b]	30 years old.			X	
Louisiana						X[c]	25 years old, U.S. citizen.			X	
Maine		Determined by State Board.									
Maryland		X		X	X						X

[a] By Board policy. [b] Resident citizen for 2 years. [c] For 5 years. [d] By law.

[1] BA=Bachelor's Degree; MA=Master's Degree; Ph.D=Doctorate; TC=Teacher's Certificate; AC=Administrator's Certificate.

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TABLE II-2: THE CHIEF STATE SCHOOL OFFICER
QUALIFICATIONS FOR OFFICE
(continued)

Qualifications for Office									Basis for Qualifications		
State	BA	MA	Ph.D	TC	AC[1]	State Citizen	Other	Administrative Experience	Law	Constitution	Policy
Massachusetts	X	X		X	X						X
Michigan							Teaching experience.	X			X
Minnesota								X	X		X
Mississippi						X	25 years old and 5 years state resident.			X	
Missouri						X		X[d]	X	X	
Montana	X								X		
Nebraska					X				X		
Nevada		X					21 years old.		X		
New Hampshire			X								X
New Jersey		None given.									
New Mexico					X					X	
New York		None in law or policy.									
North Carolina						X			X	X	
North Dakota				X[d]		X				X	
Ohio						X				X	
Oklahoma						X			X		
Oregon						X			X		
Pennsylvania		None in law or policy.									
Rhode Island		None given.									
South Carolina						X	Elector of the state.		X	X	
South Dakota	X	X		X	X				X		

[a] By Board policy. [b] Resident citizen for 2 years. [c] For 5 years. [d] By law.

[1] BA=Bachelor's Degree; MA=Master's Degree; Ph.D=Doctorate; TC=Teacher's Certificate: AC=Administrator's Certificate.

TABLE II-2: THE CHIEF STATE SCHOOL OFFICER QUALIFICATIONS FOR OFFICE (continued)

Qualifications for Office									Basis for Qualifications		
State	BA	MA	Ph.D	TC	AC[1]	State Citizen	Other	Administrative Experience	Law	Constitution	Policy
Tennessee		X									X
Texas		X			X	X			X		
Utah					X				Not available		
Vermont							Teaching experience.	X			X
Virginia							Experienced educator.			X	
Washington						X				X	
West Virginia		X		X					X		
Wisconsin						X			X	X	
Wyoming							25 years old, U.S. citizen, elector of the state.			X	
District of Columbia	X	X		X	X	X					X
American Samoa	None given.										
Guam	No information available.										
Puerto Rico						X				X	
Trust Territories of the South Pacific	No information available.										
Virgin Islands	No information available.										
TOTALS	7	12	5	8	12	18		9	20	16	12

[a]By Board policy. [b]Resident citizen for 2 years. [c]For 5 years. [d]By law.
[1]BA=Bachelor's Degree; MA=Master's Degree; Ph.D=Doctorate; TC=Teacher's Certificate; AC=Administrator's Certificate.

The survey gathered information on qualification requirements in three particular areas: (1) academic degrees, (2) certification (teaching; education administration) and (3) state citizenship.

An open-ended question gave states an opportunity to list any additional qualifications. So many states (8) responded with the requirement of administrative experience that that item was added to the table.

For each qualification required, respondents were asked to designate the basis for the requirement--whether state law, constitution, or formal policy. The responses show that state law is the most frequent source for office holder qualification requirements, with 20 states designating one or more statutory requirements.

However, state constitutions often address the matter as well; 16 states mandate through the constitution that the chief possess citizenship in the state, be of a certain age, or hold a certificate as a teacher or school administrator. The Virginia Constitution calls for an experienced educator.

Policy---usually written---determines qualifications for office without other specifications in statute or constitution in seven of the states. Only 7 responding states indicated on their surveys that no specific qualifications have been provided in state law or policy.

It is interesting to note that the chief state school officer is not always a trained educator. For example, in 1982 four of the chiefs do not hold degrees in education. Since the 1972 Harris study, individuals who have been attorneys, businesspeople, and experts in other areas of human service have served as chief state school officer.

Personal skills not measurable by diplomas or certification are important as well. A recent publication from the Institute for Educational Leadership, based on interviews with former chief state school officers, considered such skills. 10/ Responses by two former chiefs to the question, "What makes a good chief state school officer?" follow:

> "Could you share with us your ideas on what makes a good chief state school officer?"
>
> One is taking risks. That means having some courage, taking stands when you know that they really need to be taken, and not shying away because you want to be secure. Another is trying to give some vision to education in the state, shaping the vision through the state board, through legislative hearings, and through work in local school systems. Third, operating in an anticipatory mode--that is, trying to foresee issues, problems, concerns, and as much as possible, being in advance of them. Certainly, being a good manager, and that's not only a manager of your resources, but being a good manager of people, which essentially, as far as I'm concerned, means working with people rather than being overly authoritative . . . oh yes, being a good

> politician. That means making sure that you're in touch with different political groups, and I'm not talking only about the partisan ones. Having good relations with the legislature and the executive branch. That's good politics."11/
>
> "You've got to be a manager when you're a chief; that's clearly one thing that's involved . . . You've also got to be a politician. You have got to understand what the forces are out there and who has what kind of clout, and what kind of trade-offs people will accept. Third, it's helpful to have a persona, a style, a sense of your office and your position to allow you to provide some leadership rather than just respond to forces. And I think you have to have some convictions. There's no point in being in one of these jobs if you just roll with the punches all the time. I think if a chief were a good manager, a good politician, a charismatic person, and a person with strong convictions, that would be pretty good."12/

Relationship to the State Board of Education

The relationship of the chief state school officer to the state board of education can be an important factor in the successful and effective operation of a state system of education. A number of state legislatures have enacted laws broadly referring to the chief state school officer/state board of education relationship. For example, among other powers, the chief state school officer is frequently authorized to (1) recommend to the state board such policies and rules as he or she deems necessary; (2) prepare for the state board the proposed budget of the state department of education; and (3) establish and maintain, under the policies of the state board, a system of personnel administration for the department staff.13/

Such designations as "secretary," "executive secretary," "chief executive officer," and "chairman," are used in the laws of most states to denote the chief state school officer's relationship to the state board, without clearly identifying or defining the powers and duties of these particular offices. (See Table II-3.) Since state boards of education usually are authorized to govern their own internal affairs, board rules and regulations frequently determine the way in which they organize, create board offices, and prescribe the powers and duties of their officers.

Fifteen of the states and territories report that the chief state school officer is an ex officio member of the state board of education. However, in the District of Columbia the superintendent is a nonvoting board member; in the State of Washington the superintendent votes only to resolve deadlocked issues.

Summary

This chapter has described the variety among the states in the process used to select the chief state school officer, highlighted the terms of office of the incumbent chiefs, their present salaries, the qualifications required of persons seeking the office of chief state school officer, and provided for each state information on the chief's relationship to the state board of education.

TABLE II-3: THE CHIEF STATE SCHOOL OFFICER

Relationship to the State Board of Education		
State	Ex Officio Member	Official Capacity
Alabama		Executive Officer
Alaska		Chief Executive Officer
Arizona	Yes	Executive Secretary; Voting Member
Arkansas	Yes	Secretary; Nonvoting Member
California		Executive Secretary
Colorado		Secretary
Connecticut		Secretary
Delaware		Executive Secretary
Florida		Member, Secretary, and Chairman in absence of Governor
Georgia		Executive Secretary; Nonvoting Member
Hawaii		
Idaho	Yes	Voting Member
Illinois		
Indiana	Yes	Chairman
Iowa	Yes	Executive Officer
Kansas		Executive Officer
Kentucky		
Louisiana	Yes	Secretary
Maine		Secretary
Maryland		Secretary-Treasurer
Massachusetts		Chief Executive Officer; Secretary

*Has no State Board of Education.

TABLE II-3: THE CHIEF STATE SCHOOL OFFICER
(continued)

Relationship to the State Board of Education		
State	Ex Officio Member	Official Capacity
Michigan	Yes	Chairman; Nonvoting Member
Minnesota		Executive Officer and Secretary
Mississippi	Yes	Chairman
Missouri		Chief Administrative Officer
Montana	Yes	
Nebraska		Executive Officer
Nevada		Executive Officer
New Hampshire		Executive Secretary
New Jersey		Secretary and Official Agent
New Mexico		Chief Executive Officer
New York		Chief Executive Officer
North Carolina		Executive Officer
North Dakota	Yes	Executive Secretary and Board Member
Ohio		Secretary and Chief Executive and Administrative Officer
Oklahoma		Chairman
Oregon		Chief Executive Officer
Pennsylvania		Chief Executive Officer; Nonvoting Member
Rhode Island		Chief Executive Officer
South Carolina		Secretary and Administrative Officer
South Dakota		Chief Executive Officer

*Has no State Board of Education.

TABLE II-3: THE CHIEF STATE SCHOOL OFFICER
(continued)

Relationship to the State Board of Education		
State	Ex Officio Member	Official Capacity
Tennessee	Yes	Chairman and Voting Member
Texas		Executive Officer
Utah		Executive Officer
Vermont		Chief Executive Officer
Virginia		Secretary
Washington	Yes	Chief Executive Officer; Votes only on deadlocks
West Virginia	Yes	Chief Executive Officer
Wisconsin	*	
Wyoming	Yes	
District of Columbia		Nonvoting Member
American Samoa	Yes	
Guam	No information available.	
Puerto Rico	*	
Trust Territories of the South Pacific	No information available.	
Virgin Islands	No information available.	
TOTAL	15	

*Has no State Board of Education.

CHAPTER III

STATE DEPARTMENTS OF EDUCATION

Historical Background

The system of education in any state embraces a number of component parts. Historically, the practical authority to administer public elementary and secondary education was delegated by the several states to units of local government created for that purpose. Only later, in response to the increase in universality of public education, in the complexity of programs and education, and in the demands for services, did most states establish central statewide agencies for education.

The evolution of central state systems for public elementary and secondary schools has moved through three stages. The first was primarily statistical, at which time the thrust of state departments was the gathering, compilation, and publication of educational statistics, and the disbursement of state financial assistance as universal compulsory education became increasingly the rule among states. The statistical era was followed by the inspectoral stage of development, lasting from about 1900 to 1930, when data collection was augmented by regulatory functions and enforcement of standards. In the third stage, beginning about 1930, state departments became less concerned with enforcing regulations and controls and more with providing leadership in planning and technical assistance to bring about improvements in education.1/

In the early stages of development, often the sole professional employee of the state department of education was the chief state school officer. As state departments of education were made responsible for an increasing number of important activities and services, however, the chief state school officer needed help with additional duties. In time, increases in staff resulted in the emergence of complex organizations.

Organization

• The Department Itself

Rather than analyzing the organization of an entire "state system" of education, which might include educational institutions, intermediate, or county units, and local school districts, this section is focused upon limited considerations involved in the organization of one particular administrative agency, the state education agency, usually referred to as the state department of education.

The fact that state departments of education are organized to exercise powers and perform duties in a number of different ways reflects the diversity of educational governance in the nation. With such variation from state to state, no one organizational format is appropriate. Such variables as statutory responsibilities, participation in programs provided under federal legislation, fiscal resources, and staff size and competency must be considered when a departmental organization is planned. Appendix B provides current organizational charts for each of the state education agencies.

- Legal Status

Table III-1 provides for all states and territories a capsulized summary of the legal provisions which have created the state education agency, including references to the chief state school officer and state board of education.

In addition to these data, states were surveyed to determine whether in the state's laws or constitution is designated an agency, board, or individual as "the state education agency" (SEA). Most do not, although different terminology, usually designating responsibility for public education or the state's system of public schools, is used in seven states.

However, in Florida, Idaho, New Jersey, and Ohio the state board of education is clearly specified as "the state education agency". This designation is statutory in Idaho and Ohio; part of both law and constitution in Florida, and based upon a state attorney general ruling in New Jersey.

The chief state school officer, by statute, is "the state education agency" in both Illinois and Iowa.

New Hampshire and Pennsylvania laws call for the department of education to be the SEA.

In two states the designation is shared: Nebraska's constitution places the responsibility jointly with the state board and the commissioner; Louisiana has statutory provisions designating both the board and the department as the state education agency for varied purposes and functions.

Present Status, Activities, and Trends

- Status

With the increased complexity of society has come complexity in the state department of education. Departments of education have evolved from simply reacting to and reflecting their environment to actively taking the lead in shaping it. State departments are increasingly involved in new programs, methods, and procedures. Plans for bringing about needed improvements in education cannot succeed without the cooperation of the state department of education.

Not only does the state department serve as the instrument of a state to improve education throughout the state, but it also assists and cooperates with the federal government in meeting the national interest in the state. Consequently, it is a prime factor in developing both policies which are based upon internal needs and nationwide policies to be implemented within the state.

- Common Functions and Activities

State education agencies engage in a wide variety of core activities.

> One is to oversee and to influence the distribution of large sums of money to the schools. The stakes are high---education is the biggest item in most state budgets, and the states now often contribute more

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
Alabama	State Department of Education	The State Department of Education is under the direction of the State Superintendent of Education with the advice and counsel of the State Board of Education. The State Board of Education exercises, through the State Superintendent of Education and his professional assistants, general control and supervision over the public schools of the state, public junior colleges and technical colleges. All other higher education institutions are under separate boards of trustees.
Alaska	State Department of Education	The State Department of Education includes the Commissioner of Education and the staff necessary to carry out the functions of the department. At the head of the department is the State Board of Education; the Commissioner of Education is the principal executive officer of the department. The department (1) administers the state's program of education at the elementary and secondary levels, including programs of vocational education, vocational rehabilitation, library services, and correspondence courses and plans; and (2) finances and operates related school and educational activities and facilities.
Arizona	State Department of Education	The Department of Education is administered through (1) the State Board of Education which is the governing and policy-determining body of the department, and (2) the Superintendent of Public Instruction in whom all executive, administrative, and ministerial functions of the department are vested and who is the executive officer of the State Board of Education.
Arkansas	State Department of Education	The Department of Education consists of the State Board of Education, a Director of the General Education, a Director of Vocational and Technical Education, and such divisions as presently exist within the department or which may be created by law or the State Board of Education. The State Board selects the staff of the department and is authorized to organize the department into such divisions, branches, or sections as may be found necessary and desirable by the Director of Education.
California	State Department of Education	The Department of Education is an administrative unit of state government. The State Board of Education is the governing and policy-determining body of the State Department of Education. The Superintendent of Public Instruction is vested with all executive and administrative functions of the department; he is the secretary and executive officer of the State Board of Education and is ex officio Director of Education. The Superintendent executes, under direction of the State Board of Education, the policies which have been decided upon by the board and directs, under general rules and regulations adopted by the board, the work of all appointees and employees of the board.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
Colorado	State Department of Education	The Department of Education is a unit in state government consisting of the State Board of Education, the Office of the Commissioner of Education, and such divisions, boards, agencies, officers, and employees as may be provided by law or by order of the State Board and the Commissioner. The State Board of Education is responsible for the general supervision of the public schools. The Commissioner of Education is secretary of the State Board and the administrative and executive head of the department. A separate State Board for Vocational Education functions independently of the State Department, the Commissioner, and the State Board of Education.
Connecticut	State Department of Education	Information not available.
Delaware	State Department of Public Instruction	The only law that relates to the establishment of the Department of Public Instruction does not refer to the department by name but calls for "the appointment for a term of no more than one year, of professional and clerical assistants necessary for carrying out the policies and the rules and regulations of the board." The general administration and supervision of the free public schools and of the educational interests of the state are vested in the State Board of Education. The board appoints as its executive secretary the State Superintendent of Public Instruction.
Florida	Department of Education	The head of the Department of Education is the State Board of Education in which is vested the general control of the public schools of Florida. The Department of Education acts as an administrative and supervisory agency under the direction of the State Board. The board and its staff comprise the department. The Commissioner of Education is secretary and executive officer of the board and exercises general supervision over the state system of public education.
Georgia	State Department of Education	The Department of Education is clearly identified as the organized staff under the executive direction of the Superintendent of Schools. The State Board of Education is responsible for the general supervision of the Department of Education. The Superintendent of Schools is the executive officer of the board and the administrative officer of the department.
Hawaii	State Department of Education	The Department of Education is a unit within the executive branch. Administratively it is headed by an elected executive board, the Board of Education. Under the state Constitution the board is to formulate policy and exercise control over the public school system through its executive officer, the Superintendent of Education.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
Idaho	State Department of Education	The Department of Education is an executive agency of the State Board of Education. The State Superintendent of Public Instruction serves as the executive officer of the department and has the responsibility for carrying out policies, procedures, and duties authorized by law or established by the board. The department is organized in a manner determined by the State Superintendent and approved by the board.
Illinois	Office of the Superintendent of Public Instruction	No reference is made to the Illinois Department of Education in the new State Constitution in force July 1, 1971 or in the School Code of Illinois, Circular Series A, No. 265, 1969. In Illinois, "Office of the Superintendent of Public Instruction" appears to be synonymous with what other states might call "State Department of Education."
Indiana	State Department of Public Instruction	No information available.
Iowa	State Department of Public Instruction	The Department of Public Instruction acts as an administrative, supervisory, and consultative agency under the direction of the Superintendent of Public Instruction and the State Board of Public Instruction. The department is located in the office of the state Superintendent, and assists the Superintendent in providing professional leadership and guidance and in carrying out policies, procedures, and duties authorized by law or by the regulations of the State Board, as are found necessary to attain the purposes and objectives of the school laws of Iowa. The Superintendent of Public Instruction is the executive officer of the State Board.
Kansas	State Department of Education	The Department of Education is under the jurisdiction of the State Board of Education and the administrative supervision of the Commissioner of Education as directed by law. The Legislature provides for a State Board of Education which has general supervision of public schools, educational institutions, and all the educational interests of the state, except educational functions delegated by law to the State Board of Regents. In compliance with the Constitution of Kansas, provisions are made in the law for an elected State Board of Education and a Commissioner of Education who is appointed by and serves at the pleasure of the State Board as its executive officer.
Kentucky	State Department of Education	The Department of Education consists of the State Board of Education and the Superintendent of Public Instruction. The department exercises all the administrative functions of the state in relation to the management and control of the public common schools, of vocational education and rehabilitation, the Kentucky School for the Blind, and the Kentucky School for the Deaf, and may exercise certain powers and functions relating to area vocation schools, and relating to television in aid of education and other proper public functions. The State Board of Education is recognized as a public body corporate and politic, and an agency and instrumentality of the Commonwealth in the performance of essential governmental functions. The board has the management and control of the common schools, public vocational education and vocational rehabilitation, and the Kentucky School for the Blind.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
Louisiana	State Department of Education	No information available.
Maine	Department of Educational and Cultural Services	Authorized by statute effective July 1, 1972, implementing the reorganization of the Department of Educational Services, the department consists of the Commissioner of Educational and Cultural Services and includes the following: the Department of Education, the State Board of Education, the Maine Education Council, the Maine Commission for the Higher Education Facilities Act of 1965, the Maine Advisory Council on Vocational Education, the Maine Representatives to the New England Board of Higher Education, the Maine School Building Authority, the Governor Baxter School for the Deaf, the Maine State Commission on the Arts and the Humanities, the State Museum, the Maine State Museum Commission, the State Historian, and the Maine State Libary.
Maryland	State Department of Education	Educational matters affecting the state and the general care and supervision of public education are entrusted to the Department of Education, at the head of which is the State Board of Education. The State Superintendent of Schools is the chief executive, the secretary, and the treasurer of the State Board of Education.
Massachusetts	State Department of Education	The Department of Education is under the supervision and control of the State Board of Education. Under the direction of the board, the Commissioner of Education is the secretary to the board and serves as its chief executive officer. Several of the agencies placed in the Department of Education by law function independently in conducting their work and are not subject to its control.
Michigan	State Department of Education	The Department of Education was created pursuant to the 1965 Executive Organization Act, which sets forth the powers, duties, and functions of the department as required by the Michigan Constitution. The executive order creating the department designates the State Board of Education as the head of the department and the Superintendent of Public Instruction as its principal executive officer. The Superintendent is chairman of the board without the right to vote, and is responsible for the execution of its policies.
Minnesota	State Department of Education	The Department of Education is maintained under the direction of the State Board of Education. The Commissioner of Education is the executive officer and secretary of the State Board.
Mississippi	State Department of Education	The Department of Education consists of the chief state school officer and the staff under his executive direction. The department is charged with the execution of all laws relating to the administrative, supervisory, and consultative services to the public schools, agricultural high schools, and junior colleges of Mississipp. Subject to the direction of the State Board of Education, the chief state school officer is vested with the administration, management, and control of the Department of Education.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
Missouri	Department of Elementary and Secondary Education	The Department of Elementary and Secondary Education administers the School for the Blind, the School for the Deaf, and the Schools for Severely Handicapped. It provides leadership and technical assistance in the state's instructional programs. It also administers federal programs including compensatory education, special education, vocational education, vocational rehabilitation, and disability determinations for the Social Security System.
Montana	Office of the Superintendent of Public Instruction	No information available.
Nebraska	State Department of Education	The Department of Education consists of the State Board of Education and the Commissioner of Education. The department has general supervision and administration of the school system of the state and of such other activities as the Legislature may direct. The board is the policy forming, planning, and evaluative body for the state school program. Acting under the authority of the board, the Commissioner of Education is the executive officer of the board and the administrative head of the professional, technical, and clerical staff of the department.
Nevada	State Department of Education	The Department of Education receives its authority from the State Board of Education through its executive head, the Superintendent of Public Instruction. The State Board is the governing body for the department, and through this authority provides policies so that the department through the Superintendent can exercise all administrative functions relating to schools not conferred by law upon some other agency.
New Hampshire	State Department of Education	The Department of Education consists of the State Board of Education, the Commissioner of Education, and such other officials and employees as may be authorized. The State Board is entrusted with the management, supervision, and direction of all public schools in the state, except as limited by law. The Commissioner of Education is the chief executive officer and secretary of the board.
New Jersey	State Department of Education	The Department of Education is a principal department in the executive branch of the state government; it consists of the State Board of Education, which is at the head of the department, the Commissioner of Education, and such divisions, bureaus, branches, committees, officers, and employees as are necessary. The general supervision and control of public education in the state, except higher education, are vested in the State Board, which formulates plans and makes recommendations for the unified, continuous, and efficient development of public education, other than higher education, of people of all ages within the state. The Commissioner of Education is the chief executive and administrative officer of the Department of Education and is also its budget and fiscal officer.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
New Mexico	State Department of Education	The Department of Education and State Board of Education are created by the state Constitution. As the governing authority, the State Board has control, management, and direction of all public schools, except as otherwise provided by law, and determines policy for the operation of all public schools and vocational education programs in the state. The state Superintendent is the chief administrative officer of the board.
New York	State Education Department	The State Education Department is the administrative department of the state government charged with the general management and supervision of all public schools and all educational work of the state. The Board of Regents of The University of the State of New York heads the State Education Department. The Commissioner of Education is the chief executive officer of the department and is appointed by the Board of Regents and serves at its pleasure. He serves also as president of The University of the State of New York.
North Carolina	Department of Public Education	The legally created Department of Public Education was made operative by executive order of the Governor July 1, 1972. The head of the Department of Public Education is the State Board of Education. The Superintendent of Public Instruction is the secretary and chief administrative officer of the board.
North Dakota	State Department of Public Instruction	The Department of Public Instruction is not expressly defined in the law. When the department is mentioned in the law, reference is generally to the staff under the executive direction of the Superintendent of Public Instruction.
Ohio	State Department of Education	The Department of Education consists of the State Board of Education, the Superintendent of Public Instruction, and such professional, clerical, and other employees as may be necessary. The department is the administrative unit through which the policies, directives, and powers of the board and the duties of the Superintendent are administered.
Oklahoma	State Department of Education	The Department of Education is the unit of state government in which are placed the agencies created or authorized by the Constitution and Legislature that are charged with the responsibility of determining the policies and directing the administration and supervision of the public school system of the state. These agencies are the State Board of Education, the State Superintendent of Public Instruction, and such divisions and positions as may be established by law and by the and by the State Board of Education. The State Board is the governing board of the department and the public school system of the state. The Superintendent is president and executive officer of the board.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
Oregon	State Department of Education	The Department of Education functions under the direction and control of the State Board of Education. The department consists of the State Board of Education, the State Textbook Commission, such other agencies and officers as are added by law to the department, and the administrative organizations and staffs required for the performance of the department's functions. All administrative functions of the State Board are exercised through the Department of Education, and the department exercises all administrative functions of the state relating to supervision, management, and control of schools and community colleges not conferred by law on some other agency. The Superintendent of Public Instruction acts as executive head of the department.
Pennsylvania	State Department of Education	An Act of July 1969 created the Department of Education, an administrative unit of state government headed by a Secretary of Education. The department contains some 26 administrative boards and commissions, one of which is the State Board of Education. Educational policies, standards, rules, and regulations promulgated by the State Board of Education are binding upon the Department of Education. The department submits to the State Board for approval all rules and regulations proposed by the department in the areas under the policy control of the board. The department furnishes upon request of the board such data and information as the board may require, and provides administrative services for and on behalf of the board.
Rhode Island	Department of Education	The Department of Education, mandated by the Education Act of 1981, which resulted in the establishment of the Board of Regents for Elementary and Secondary Education, has the responsibility through the legally mandated duties of the Commissioner of Education and policy directives of the Board to formulate and implement a master plan for elementary and secondary public education in the state; determine fiscal priorities, set standards, evaluate instructional practices, decide on appeals to the Commissioner, certify school construction needs, and distribute state school funds.
South Carolina	State Department of Education	The Department of Education is not expressly identified in the law even though the term is used in various instances. For example, a duty of the State Superintendent is to "organize, staff, and administer a State Department of Education which shall include such divisions and departments as are necessary to render the maximum service to public education in the State" and "administer through the State Department of Education all policies and procedures adopted by the State Board." The State Board of Education adopts policies, rules, and regulations not inconsistent with the laws of the state for the government of the free public schools. As a policy body, the State Board is designed to regulate, evaluate, upgrade, and control the statewide educational system. The State Superintendent serves as secretary and administrative officer of the board.
South Dakota	Division of Elementary and Secondary Education	No information available.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
Tennessee	State Department of Education	The Department of Education is an administrative unit of state government. In addition to serving as chairman and ex officio member of the State Board of Education, the Commissioner of Education is the administrative head and chief executive officer of the department. The State Board of Education is associated with the Department of Education for administrative purposes.
Texas	State Department of Education	The Department of Education constitutes the professional, technical, and clerical staff of the Central Education Agency. The State Board of Education, the State Board for Vocational Education, the State Commissioner of Education, and the State Department of Education comprise the Central Education Agency, which exercises general control of the system of public education at the state level. The State Board of Education is the policy forming and planning body for the public school system. The Commissioner of Education serves as executive officer of the Central Education Agency and as executive secretary of the State Board of Education and of the State Board for Vocational Education.
Utah	State Office of Education	The State Office of Education is analogous to the Department of Education in many other states. The State Superintendent of Public Instruction is the executive officer of the board, which is vested with the general control and supervision of the public school system. He administers the State Office of Education.
Vermont	State Department of Education	The Department of Education is defined in the Vermont education laws as the Commissioner of Education and the staff necessary to carry out the functions of the department. The State Board of Education has supervision over and management of the department and the public school system, except as otherwise provided by law. The Commissioner is the chief executive officer and secretary of the board.
Virginia	State Department of Education	The Department of Education is not clearly identified by constitutional provision or statute; no reference is made to it in the law. The general supervision of the school system is vested in the State Board of Education, which is appointed by the Governor, subject to confirmation by the General Assembly. The Superintendent of Public Instruction is appointed by the Governor, subject to confirmation by the General Assembly, for a term coincident with that of the Governor making the appointment. The Superintendent serves as secretary of the board.
Washington	Office of the Superintendent of Public Instruction	The term "State Department of Education" is not used in the laws of Washington. There is fully operational a single state education office under the direction of the Superintendent of Public Instruction who is responsible for administration of the total state educational program including carrying out the policies of the State Board of Education in those areas in which the board has statutory power. In his relationship to the State Board, the state Superintendent serves as ex officio president and executive and administrative officer.

TABLE III-1:

THE STATE DEPARTMENT OF EDUCATION: LEGAL STATUS
(continued)

State	Designation	Legal status of State Department of Education, including references to the State Board of Education and the Chief State School Officer
West Virginia	State Department of Education	The Department of Education is maintained at the Office of the State Superintendent of Schools. Subject to and in conformity with the Constitution and laws of West Virginia, the State Board of Education determines the educational policies of the public schools in the state and makes rules for carrying into effect the laws and policies of the state relating to education.
Wisconsin	State Department of Public Instruction	There is created by law a Department of Public Instruction under the direction and supervision of the State Superintendent, who is a constitutional officer elected on a nonpartisan ballot. Wisconsin does not have a State Board of Education for public elementary and secondary education.
Wyoming	State Department of Education	There is a separate and distinct department designated as the State Department of Education which consists of the State Superintendent of Public Instruction, the State Board of Education, and such divisions staffed by such personnel and provided with such facilities as the State Superintendent with the approval of the State Board determines necessary to assist her and the State Board in the proper and efficient discharge of their respective duties. The general supervision of the public schools is entrusted to the State Superintendent, who is the administrative head and chief executive officer of the department.
American Samoa	Department of Education	No information available.
District of Columbia	Public Schools of the District of Columbia	No information available.
Guam	Department of Education	No information available.
Puerto Rico	Commonwealth Department of Education	No information available.
Trust Territory of the Pacific Islands	Department of Education	No information available.
Virgin Islands	Department of Education	No information available.

> than local governments to the support of the schools. Another central activity is the administration of a growing number of categorical programs, which involves compliance monitoring, technical assistance, auditing and evaluation---relatively new activities for most state departments.
>
> State education agencies also provide a variety of services to local school districts: statewide reports, inservice training, planning assistance and curriculum guides and advice. In addition, they regulate the basic conditions of schooling---building codes, accreditation requirements, length-of-school-year requirements---and perhaps most important, they regulate entry into the profession through certification requirements. More recently, states are trying to regulate the quality of schooling through such mechanisms as minimum competency testing.
>
> Some state departments of education do even more. A few, New York and Pennsylvania included, oversee higher education as well as the schools. The Georgia department, . . . is responsible for choosing suitable textbooks for use in the schools. The New York department is also responsible for vocational rehabilitation, the state library, the state science museum, (and) the licensure of 30 professions. . . 2/

The diversity and variation among departments make detailed descriptions of functions and activities in all states difficult and impractical.

The role and function of state departments of education are no longer limited to traditional tasks of monitoring compliance with regulations, accreditation, teacher certification, apportionment of funds, pupil transportation and safety, and various custodial functions. State departments of education have moved into the role of establishing and improving programs to identify and meet educational needs of states. This role has been described as "providing leadership and services in planning and helping others to plan for educational needs during the coming years."3/

> Since the mid-sixties, state governments have grappled with controversial problems of desegreation, student rights and unrest, school finance reform and tax caps, aid to minority groups, fiscal crises, declining enrollment and confidence, collective bargaining, accountability and competency testing. During this time, powerful coalitions of education interest groups fell apart, active new groups joined the competition for limited resources, the courts joined the fray, state boards of education became more aggressive, and governors and legislators substantially increased their participation---building professional staffs, overseeing budgets, taking stands on educational issues. Meanwhile,state departments of education, once mostly innocuous and invisible, doubled and tripled in size, and assumed major new responsiblity in administering complex programs. Much of this growth came from substantial federal aid, including some 40 percent of the costs of running state education agencies (much higher in some states). 4/

State departments of education are noticeably different today than they were when the Elementary and Secondary Education Act (of which Title V was a part) became law in 1964. Title V had a tremendous impact on state departments of education and upon the leadership they provide. Congress recognized that the success of federal investments in education would depend upon strong state departments of education, not just in areas involving federal programs but in all areas of education, including those which are completely state supported. Additionally, Congress had evidence that where federal funds were limited to categorical program administration, serious imbalances in the staffing of state agencies occurred and gaps in needed services existed.

To remedy this situation, Section 503 of Title V encouraged state departments of education to determine areas where leadership resources needed to be strengthened and to use Section 503 funds in these areas. A necessary corollary to Section 503 was Section 505, which provided for special project grants designed to make a substantial contribution to the solution of problems common to state departments of education of all or several states. It set up a mechanism to focus on problems of national import to complement the important work of the grants to individual states.5/

However, with the enactment in 1981 of the Education Consolidation and Improvement Act (ECIA), Title V was eliminated and its purposes incorporated as part of Chapter 2 of the new legislation, which presented states with a number of options for the expenditure of federal monies allocated to the states.

Budget-cutting action by the 97th Congress resulted in a reduction of approximately 15 percent in the federal funds to states and localities for Chapter 2 of ECIA in FY 82, in comparison to the FY 81 funding of the 29 antecedent programs consolidated in Chapter 2. However, a formula modification and the end of many competitive grant programs meant that some states (27) received an increase in monies, while others experienced a cut greater than 15 percent. New York, for example, which had successfully competed for many categorical grants, experienced a reduction of more than 30 percent in federal monies under the consolidation and new allocation. And for the state of Missouri, the enactment of ECIA brought a 50 percent reduction in these federal education monies. For the most part, states which experienced funding reductions greater than the 15 percent average did so because of previous extensive funding under the desegregation assistance program (Emergency School Aid Act, or ESAA). Important to state agencies is the fact that under the new statutory language, funds available for state use at the state level were reduced even further, since under Chapter 2 state agencies can use no more than 20 percent of the funds allocated to the state for statewide/state level purposes.

Table III-2 reports both FY 81 (School Year 81-82) and FY 82 (School Year 82-83) state-by-state distribution of the federal funds of which Title V was a portion.

- State Agency Administrative Budgets

The importance of federal funding to the administration of the states' education agencies can be seen in the table describing state agency budgets, Table III-3. Based on FY 82 information collected from the states in the summer of 1982, this table shows each state's administrative budget for the year (in millions of dollars), and the percentage of that budget which comes from the federal government.

TABLE III-2:

IMPACT OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT [1]
(in millions)

State	FY 1981 Funds [2]	FY 1982 Funds
Alabama	$9.310	$7.638
Alaska	1.673	2.187
Arizona	5.713	5.101
Arkansas	4.166	4.376
California	52.246	41.310
Colorado	5.470	5.226
Connecticut	7.705	5.629
Delaware	5.334	2.187
Florida	15.189	15.789
Georgia	12.412	10.871
Hawaii	2.614	2.187
Idaho	2.352	2.187
Illinois	22.001	21.174
Indiana	13.296	10.588
Iowa	5.003	5.333
Kansas	3.998	4.131

[1] These data obtained from the U.S. Department of Education.

[2] FY 81 figures are based on reports of actual obligations by each state for the 29 antecedent programs consolidated into the block grant.

TABLE III-2:

IMPACT OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT [1]
(in millions)

State	FY 1981 Funds [2]	FY 1982 Funds
Kentucky	$5.866	$7.062
Louisiana	11.553	8.550
Maine	2.465	2.187
Maryland	7.231	7.901
Massachusetts	10.653	10.179
Michigan	20.542	18.242
Minnesota	6.610	7.634
Mississippi	7.674	5.286
Missouri	17.567	8.900
Montana	2.444	2.187
Nebraska	3.728	2.862
Nevada	1.700	2.187
New Hampshire	2.117	2.187
New Jersey	15.530	13.483
New Mexico	3.514	2.666
New York	48.291	31.353
North Carolina	10.689	11.053
North Dakota	1.951	2.187

[1] These data obtained from the U.S. Department of Education.

[2] FY 81 figures are based on reports of actual obligations by each state for the 29 antecedent programs consolidated into the block grant.

TABLE III-2:

IMPACT OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT[1]
(in millions)

State	FY 1981 Funds[2]	FY 1982 Funds
Ohio	$25.208	$20.366
Oklahoma	5.085	5.487
Oregon	4.296	4.634
Pennsylvania	20.340	20.977
Rhode Island	2.807	2.187
South Carolina	6.436	6.207
South Dakota	2.003	2.187
Tennessee	7.862	8.583
Texas	27.272	27.688
Utah	3.003	3.090
Vermont	1.809	2.187
Virginia	11.701	9.830
Washington	9.658	7.352
West Virginia	3.282	3.654
Wisconsin	13.788	8.923
Wyoming	1.743	2.187

[1] These data obtained from the U.S. Department of Education.

[2] FY 81 figures are based on reports of actual obligations by each state for the 29 antecedent programs consolidated into the block grant.

TABLE III-2:

IMPACT OF THE EDUCATION CONSOLIDATION AND IMPROVEMENT ACT [1]
(in millions)

State	FY 1981 Funds [2]	FY 1982 Funds
District of Columbia	$5.081	$2.187
American Samoa	.420	.464
Guam	.907	1.260
Puerto Rico	4.997	7.706
Trust Territories of the South Pacific	.813	1.465
Virgin Islands	.915	1.304

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[1] These data obtained from the U.S. Department of Education.

[2] FY 81 figures are based on reports of actual obligations by each state for the 29 antecedent programs consolidated into the block grant.

TABLE III-3: STATE AGENCY BUDGET

State	FY 82 State Agency Administrative Budget (millions)	Percent Of That Budget Which Is Federally-Funded
Alabama	$71.9	71.3 %
Alaska	29.8	30
Arizona	12.1	42.1
Arkansas	9.3	48
California	116	28
Colorado	7.7	60
Connecticut	64	39
Delaware	4.6	50
Florida	49	15.6
Georgia	28.1 [a]	4.3
Hawaii	6.8	8
Idaho	4.5	37.3
Illinois	33	50
Indiana	9.8	54
Iowa	9.1	55
Kansas	7	55
Kentucky	81.7	9.5
Louisiana	36.2	17
Maine	1.9	20
Maryland	50	56
Massachusetts	31.1	39

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[1] Estimates.
[a] Does not include cost of operating 5 state schools.
[b] Does not include cost of operating 2 state schools

TABLE III-3: STATE AGENCY BUDGET
(continued)

State	FY 82 State Agency Administrative Budget (millions)	Percent Of That Budget Which Is Federally-Funded
Michigan	$100.9	77.7 %
Minnesota	24	30
Mississippi	9.3	
Missouri	40	50
Montana	4.9	41
Nebraska	16.7	46.7
Nevada	3	65
New Hampshire[1]	3	50
New Jersey	43.1	22
New Mexico	3.8	40
New York	164.3	45.2
North Carolina	34	37
North Dakota	3.5	67
Ohio	16.9	50
Oklahoma		
Oregon	10.7	37
Pennsylvania	31.6	53.2
Rhode Island	6.7	40
South Carolina	22.6	34
South Dakota	.3	41.3

[1] Estimates.

[a] Does not include cost of operating 5 state schools.

[b] Does not include cost of operating 2 state schools

TABLE III-3: STATE AGENCY BUDGET
(continued)

State	FY 82 State Agency Administrative Budget (millions)	Percent Of That Budget Which Is Federally-Funded
Tennessee	$15	33 %
Texas	12.6	43
Utah	22.4	45
Vermont	4.4	49
Virginia	17.3	18
Washington	9.2	36.6
West Virginia	9.2	52
Wisconsin	17.9 [b]	49.2
Wyoming	4.9	43.4
District of Columbia	No information available.	
American Samoa	No information available	
Guam	No information available.	
Puerto Rico	65.6	35
Trust Territories of the South Pacific	No information available.	
Virgin Islands	No information available.	

[1] Estimates.

[a] Does not include cost of operating 5 state schools.

[b] Does not include cost of operating 2 state schools

There is considerable range across the states in the size of the state agencies, as measured by administrative budget--a range of $164 million. South Dakota's budget---.3 million---is at the lowest end of the scale; New York's $164.3 million tops the list. Twenty-one states report that less than 10 million dollars are spent to administer the agency. Only 15 states and the Commonwealth of Puerto Rico exceed 30 million dollars in administrative expenditures in FY 82.

The range in the second column is also considerable, with great diversity in the degree to which the states are dependent upon federal funding for administrative support. Michigan, with a budget in excess of $100 million, receives 77.7 percent of those monies from the federal government. In Georgia, a recent study for the state board determined that only 4.3 percent of the agency's administrative funds are federal. Thirty states are in the range of 35-55 percent, with the median for all states and territories for FY 82 at 41.7 percent.

This table reports the percentage of federal funding in each state for the administrative budget of the state education agency. The degree of dependence upon federal funding for each state's elementary and secondary education programs is reported separately in Chapter V, Table V-6.

- State Agency Staff

Until recently, a striking characteristic of most state departments of education has been their small size. The limited staffs of state departments in the 1800s clearly hindered overall effectiveness. By 1900 there were only 177 members of state departments throughout the nation, including chief state school officers. Five states were without any clerical or professional staff members other than the chief state school officer.

With shifts in emphasis from statistical compilation to increasing onsite assessments of how local district met certain criteria or performance and other regulatory functions, additional personnel were required. There were almost ten times as many state department employees in 1930 as there had been in 1900. 6/

Changes in staffing of state departments of education have occurred over the years for a variety of reasons. As noted earlier in this chapter, state departments evolved through the statistical and inspectoral stages into increasing concern with providing leadership and technical assistance to local school districts. This new emphasis necessitated employment of specialists who could provide needed services to local districts.

Since the 1950s, growth in departmental staff size has occurred largely in federally subsidized areas. Prior to the early 1950s, federal programs were basically limited to vocational education and vocational rehabilitation; these areas accounted for more than half the total department professional staff in at least 33 states. A 1949 study estimated that at least two-thirds of all state department professional staff were employed in either the vocational education or vocational rehabilitation sections. 7/ Generally, then, increases in state department staffs have been attributed to federal legislation and federal activity affecting state departments since 1958.

The National Defense Education Act (1958), the Vocational Education Act (1963), and the Elementary and Secondary Education Act (1965) provided funds and programs to be administered at the state level, and therefore required the hiring of specialists and consultants to perform duties such as visiting schools, conducting workshops, and disseminating knowledge to the field.

By 1960 more than half the professional staffs in all departments combined were assigned to federally subsidized programs; in 13 states the proportion was over 70 percent. 8/ Departments practically tripled the size of their professional staffs in the decade following passage of the National Defense Education Act.

Even with the growth made possible by federal funds, most departments were still not considered large. Twenty years ago only ten departments had a total professional staff of more than 100, and 21 had fewer than 50. 9/ Title V alone enabled the state departments to create a substantial number of new professional positions. Generally, departments averaged as a result of Title V a 20 percent increase in positions and 12 percent increase in professional staff over the number of respective positions and staff in 1962. 10/

The data gathered in June 1982 and reported here will provide a new baseline, useful in future years, to examine changes in staffing patterns which may result from the reduction in federal aid to education evident in the early 1980s as well as new methods of allocating funds to states as exemplified by the passage of the Education Consolidation and Improvement Act of 1981.

Table III-4 provides 1982 data on the number of full time professional staff in each state education agency. This table reports staff in five particular categories:

headquarters (excluding those counted in the next four categories);
vocational rehabilitation;
museums and/or libraries;
regional offices; and
state-operated schools.

More than half (32) of the state agencies report total FY 82 professional staff---excluding staff of state-operated schools---of fewer than 300 persons. Seven of these 31 states have a professional staff of fewer than 100. In just three states, California, Connecticut, and New York, and in the Commonwealth of Puerto Rico, total staff exceeds 900.

For comparison purposes, a similar table, published in 1972 11/ has been reproduced here as Table III-5. Although the 1982 data are broken down more distinctly (separating, for example, museum/library staff from vocational rehabilitation staff) than the 1972 data, it is impossible, after examining the information for each state, to determine any clear growth or decline pattern across all states. In 1972, the average size of the state agency headquarters staff was 191 professionals; in 1982 that average (excluding territories) is 273.

TABLE III-4: STATE AGENCY STAFFING - 1982

State	Full-Time Professional Staff In Headquarters[1]	Full-Time Professional Staff In Vocational Rehabilitation	Full-Time Professional Staff In Museums and/or Libraries	Full-Time Professional Staff In Regional Offices	Full-time Professional Staff In State-Operated Schools
Alabama[2]	218.1	245.6			
Alaska[3]	70	47	26	1	53
Arizona	137.4			5	
Arkansas	170				140
California	1,233		174 [a]	130	1,154
Colorado	116		13 [a]		70
Connecticut	1,050	184			974
Delaware	66				
Florida	579			193	201
Georgia	532			59	432
Hawaii[4]	166		70 [a]	88	8,121
Idaho	44				
Illinois	523			50	
Indiana	180				
Iowa	157	180			
Kansas	121				
Kentucky	558	235		82	X
Louisiana	219				
Maine	107		47		390
Maryland[e]	424	226		174 [b]	
Massachusetts	315			182	
Michigan[5]	301	615	29		133
Minnesota	450				250
Mississippi	139	281		54	
Missouri	165	350 [f]			503
Montana	No information available.				
Nebraska[6]	130	122 [b]			74
Nevada	41			4	

[1] Excluding vocational rehabilitation, museums, libraries, regional offices, and state-operated schools.
[2] 172.5 in disability determination.
[3] Additional 10 on boards and commissions.
[4] Single statewide school system.
[5] Includes disability determination.
[6] Additional nine at state facility for assessment of special education needs.

[a] Libraries only.
[b] Includes vocational rehabilitation staff in regional offices.
[c] Includes special education.
[d] Includes technical colleges and institutes.
[e] Additional 4 in intermediate units.
[f] Includes 155 in disability determination.

TABLE III-4: STATE AGENCY STAFFING - 1982
(continued)

State	Full-Time Professional Staff In Headquarters[1]	Full-Time Professional Staff In Vocational Rehabilitation	Full-Time Professional Staff In Museums and/or Libraries	Full-Time Professional Staff In Regional Offices	Full-time Professional Staff In State-Operated Schools
New Hampshire	80	104[c]			300[d]
New Jersey	262	86	100	179[e]	342
New Mexico	117	204			
New York	945	597	133	889	145
North Carolina	343				
North Dakota	34			3	
Ohio	228			26	113
Oklahoma	257			121	
Oregon	210				230
Pennsylvania	751		40[a]		161
Rhode Island	153				133
South Carolina	276			91	
South Dakota	44				
Tennessee	89	399		108	287
Texas	499			40	628
Utah	155	141			
Vermont	83				26
Virginia	204			35	
Washington	233				
West Virginia	158			4	99
Wisconsin	246		26		96
Wyoming	49			6	13
Total	13,643.5				
Average	273				

[1] Excluding vocational rehabilitation, museums, libraries, regional offices, and state-operated schools.

[2] 172.5 in disability determination.

[3] Additional 10 on boards and commissions.

[4] Single statewide school system.

[5] Includes disability determination.

[6] Additional nine at state facility for assessment of special education needs.

[a] Libraries only

[b] Includes vocational rehabilitation staff in regional offices.

[c] Includes special education.

[d] Includes technical colleges and institutes.

[e] Additional 4 in intermediate units.

[f] Includes 155 in disability determination.

TABLE III-4: STATE AGENCY STAFFING - 1982
(continued)

State	Full-Time Professional Staff In Headquarters[1]	Full-Time Professional Staff In Vocational Rehabilitation	Full-Time Professional Staff In Museums and/or Libraries	Full-Time Professional Staff In Regional Offices	Full-time Professional Staff In State-Operated Schools
District of Columbia					
American Samoa					
Guam					
Puerto Rico[4]	4,500		580	2,500	37,500
Trust Territories of the South Pacific					
Virgin Islands					

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[1] Excluding vocational rehabilitation, museums, libraries, regional offices, and state-operated schools.

[2] 172.5 in disability determination.

[3] Additional 10 on boards and commissions.

[4] Single statewide school system.

[5] Includes disability determination.

[6] Additional nine at state facility for assessment of special education needs.

[a] Libraries only

[b] Includes vocational rehabilitation staff in regional offices.

[c] Includes special education.

[d] Includes technical colleges and institutes.

[e] Additional 4 in intermediate units.

[f] Includes 155 in disability determination.

TABLE III-5: APPROXIMATE SIZE OF FULL-TIME PROFESSIONAL STAFFS OF STATE EDUCATION AGENCIES IN DESIGNATED CATEGORIES: SEPTEMBER 1972

State	Full-time Professional staff assigned to the headquarters office	Full-time Professionals Assigned to various regional (field) offices of the state agency, if any, scattered throughout the state (excluding persons listed in the next column)	Full-time Professionals, local and regional combined, conducting or working with vocational rehabilitation programs, and state museums, libraries, archives, and library extension programs
Total	10,678	3,940	5,386
Alabama	124	3	213
Alaska	52	15	42
Arizona	161	16	106
Arkansas	155	307	165
California	375	106	45
Colorado	94	0	6
Connecticut	121	13	112
Delaware	68	0	0
Florida	401	42	0
Georgia	345	42	781
Hawaii	165	92	105
Idaho	49	0	0
Illinois[3]	412	56	Not available
Indiana	110	40	0
Iowa	148	0	289
Kansas	124	0	0
Kentucky	203	1,209 [4]	294
Louisiana[5]	129	87	2
Maine	101	0	27
Maryland	228	0	296
Massachusetts	303	26	0
Michigan[6]	242	0	455
Minnesota	213	12	210
Mississippi	93	0	0
Missouri[7]	135	183	331
Montana	91	0	0
Nebraska	125	0	0
Nevada	44	3	0
New Hampshire	74	312	63
New Jersey	300	135	64
New Mexico	110	3	142
New York[8]	972	19	430
North Carolina	486	30	0
North Dakota	58	0	0
Ohio	320 [9]	30	0
Oklahoma	159	0	0
Oregon[10]	125	0	0
Pennsylvania	410	76	56 [11]
Rhode Island	86	208	0
South Carolina	180	0	0
South Dakota	47	10	48
Tennessee [12]	278	135	332
Texas	486	58	0
Utah	86	0	105
Vermont	61	9	0
Virginia	210	43	0
Washington	142	0	0
West Virginia	83	34	392
Wisconsin	204	84	1
Wyoming	46	14	0
American Samoa	45	0	9
District of Columbia	248 [2]	Inapplicable	Inapplicable
Guam	115	Inapplicable	20
Puerto Rico	390	368	108
Trust Territory of the Pacific Islands	28	120	21
Virgin Islands	38	0	0
Average	191	-	-

[1] NOTE: This chart is reproduced from the 1973 publication, State Departments of Education, State Boards of Education, and Chief State School Officers. See next page for additional footnotes.

TABLE III-5: APPROXIMATE SIZE OF FULL-TIME PROFESSIONAL STAFFS OF STATE EDUCATION AGENCIES IN DESIGNATED CATEGORIES: SEPTEMBER 1972
(continued)

FOOTNOTES

[2] Facts and Figures: 1970-71, published by the Public Schools of the District of Columbia, p. 16. Positions are primarily concerned with administration.

[3] Figures do not include vocational personnel.

[4] Includes School for the Deaf, School for the Blind, and vocational education.

[5] Numbers indicate unclassified staff members only (classified members under civil service) and do not reflect the total number of State Department of Education staff members. Figures are subject to change upon completion of reorganization of the department.

[6] In addition to figures reported, there are approximately 302 full-time professionals distributed as follows: School for the Blind - 65; School for the Deaf - 80; State Technical Institute - 52; Disability Determination Office - 105.

[7] In addition to these figures, there are approximately 48 professional staff in the School for the Blind and 66 professional staff in the School for the Deaf.

[8] In addition to figures reported, approximately 92 professionals are employed in state schools (deaf and blind).

[9] Includes 102 teachers at the state schools for the blind and deaf.

[10] Not included in figures reported are 96 professionals associated with schools for deaf and blind.

[11] Includes 16 library trainees.

[12] Not included are professional staff (234) associated with special schools.

In both California and New York there have been dramatic increases in the number of state agency personnel: New York's staff nearly doubled, and California's increased almost threefold in the ten-year period from 1972-1982. Other states reporting notable staff expansions are Alabama, Florida, Maryland, Mississippi, South Carolina and Washington.

For many states, however, there has been little or no change in the size of the state education agency staff in the past ten years. Maine and Nevada have been most stable, with almost identical data in the two tables.

An examination of other state tallies suggests that agency or state-level reorganizations account for differing totals. For example, the 1982 figures reported by South Dakota halve that state's staff as reported in 1972, when both regional personnel and specialized staff (vocational rehabilitation/museums/libraries) were included in the totals. In three states, Georgia, Rhode Island, and West Virginia, substantial numbers of professionals in specialized areas (probably vocational rehabilitation) identified as part of the 1972 staffing pattern are not listed in 1982, suggesting those programs have been reassigned to other agencies.

In another example of probable reorganization, Pennsylvania's figures show an increase in headquarters staff and the elimination of 76 regional positions.

Data from two other states indicate a major reduction in state education agency staff from 1972: Ohio's 1982 figures suggest a staff reduced by 30 percent; Arkansas' data shows a drop of nearly 70 percent, including the elimination of 307 regional positions.

Of the 50 states reporting, in 27 the number of professional staff has increased since 1972.

- Support Level

State legislatures determine the resources of state departments of education through appropriations. Historically, appropriations have been low, and departments have often been forced through lack of funds to operate under workloads that have prevented adequate performance. Often, available resources have been committed to sustaining traditional responsibilities assigned to departments by law while new functions and programs (such as long-range educational planning, research and development, inservice and on-the-job training, and evaluation and assessment of the state system of education) have sometimes been neglected or discouraged. The changing role and emerging functions of state departments have necessitated a substantial investment in leadership activities.

No individuals have been more aware that departments have often been restricted to routine kinds of managerial and supervisory functions than the chief state school officers themselves. Nevertheless, the fiscal limitations felt by state departments of education go beyond the common complaint that the legislature does not appropriate enough money to provide an effective leadership agency. Fiscal problems of state departments "come from the competing demands that are placed upon the legislature for all kinds of important social services, some of which are much more visible and politically viable concerns than those that are reflected in the activities of the state education agency." 12/

The question of securing adequate state support may involve the larger question of the nature and quality of the departments themselves. In recent years the caliber of personnel and quality and types of activities have tended to create a more favorable image to which legislatures are paying increasing attention. Additionally, departments have improved their ability to translate and communicate their needs (and strategies concerning how the needs can be met) to their legislatures. Budgets in many states are providing information that clearly describes state department of education goals and the funding required to realize objectives.

Some state departments of education have been so busily engaged in administering various federally supported programs that they have lacked the professional and technical resources to carry on vigorous programs in areas of state need not supported by the federal government. Both state and federal representatives are looking closely at how federal funds can be used best by state departments and how potential imbalances in overall departmental programs can be avoided.

Criticisms have been aimed at state legislatures regarding the infusion of federal funds:

> We have already noted that federal activities tend to establish the program for many state departments. Our concern is that because of their reliance upon federal funds the departments have little capability for setting priorities and allocating resources to meet the needs of the state. But it is the state legislature rather than the federal government which ought to be held responsible for this situation. Most states have been niggardly in appropriating funds for their department of education, and much of their present support is tied to matching provisions of the federal government. 13/

Federal funds have made it possible for state education agencies to undertake many kinds of activities which were previously impossible, but most of this federal aid has been of a tightly structured categorical nature.

One way to examine the impact of federal funds upon state agency administration is to examine staffing patterns for categorical programs which have traditionally been federal priorities. Two tables (III-6 and III-7) provide for each state an identification of numbers of staff working in the categorical program and the percentage of that staff funded with federal monies. Five categories are highlighted in these two charts:

- special education
- compensatory education
- adult education
- vocational education
- CETA (Comprehensive Employment and Training Act)

TABLE III-6: CATEGORICAL PROGRAM STAFF
(Full-Time Professional)

State	Special Education		Compensatory Education	
	#	% Federally Funded	#	% Federally Funded
Alabama	21.3	57.8 %	13	100 %
Alaska	5	60	1	100
Arizona	17.5	45	10	100
Arkansas	16	75	9	100
California	69	54	7	100
Colorado	20	70	6.5	100
Connecticut	18	67	8	60
Delaware	6.5	84.6	3.5	100
Florida	25	60	58	91
Georgia	27	66.7	19	94.7
Hawaii[1]	879	7	489	37
Idaho	4	75	4	100
Illinois	38	80	40	100
Indiana	20	70	8	100
Iowa	17	82	5	100
Kansas	13	54	5	90
Kentucky	413	4.7	14	100
Louisiana	77	77	30	100
Maine	13	85	5	100
Maryland	34	73	27	56
Massachusetts	31	55	51	37

[1] Single statewide school system.

[2] Chapter I employees.

[3] Count is commonwealth-wide.

TABLE III-6: CATEGORICAL PROGRAM STAFF
(Full-Time Professional)
(continued)

State	Special Education		Compensatory Education	
	#	% Federally Funded	#	% Federally Funded
Michigan	31	80.9 %	17	94 %
Minnesota	20	57	10	100
Mississippi	78	33.3		
Missouri	16	80	12 [2]	100
Montana	7.9	80	4	100
Nebraska	22	47.7	6.1	100
Nevada	6	84		
New Hampshire	11	50		
New Jersey	59	37	40	80
New Mexico	7	0	6	100
New York	96	75	43	86
North Carolina	51	47.1	13	100
North Dakota	5.5	77	2	100
Ohio	22	91	17	71
Oklahoma	15	66.6	5	100
Oregon	10	48	7	88
Pennsylvania	23	85	15	100
Rhode Island	11	45	5	86
South Carolina	16	61.8		
South Dakota	14	75	8	100

[1] Single statewide school system.

[2] Chapter I employees.

[3] Count is commonwealth-wide.

TABLE III-6: CATEGORICAL PROGRAM STAFF
(Full-Time Professional)
(continued)

	Special Education		Compensatory Education	
State	#	% Federally Funded	#	% Federally Funded
Tennessee	7	55 %	7	100 %
Texas	55	69	33	100
Utah	7	79	4	0
Vermont	13	38	5	100
Virginia	27.5	45	10.5	100
Washington	16	9.9	5	100
West Virginia	15	47	7	100
Wisconsin	32	56	14	100
Wyoming	17	12	1	100
District of Columbia		No information available.		
American Samoa		No information available.		
Guam		No information available.		
Puerto Rico[2]	2,036	2	6,921	100
Trust Territories of the South Pacific		No information available.		
Virgin Islands		No information available.		

[1] Single statewide school system.

[2] Chapter I employees.

[3] Count is commonwealth-wide.

TABLE III-7: CATEGORICAL STAFF
(Full-Time Professional)

State	Adult Education		Vocational Education		CETA	
	#	% Federally Funded	#	% Federally Funded	#	% Federally Funded
Alabama	3	0.3 %	54	89 %	11	100 %
Alaska	12	0	8	50	.5	0
Arizona	3	0	27.9	53	0	
Arkansas	7	80	44	50	6	100
California	46	46	71	54	15	100
Colorado[1]	4	100			2.5	100
Connecticut	4	50	25	67	5	100
Delaware	1	100	11	54.5		
Florida	10	57.5	127	50	12	100
Georgia	4	100	66	100	5	100
Hawaii	18	22	84	0		
Idaho	1	100				
Illinois	11	55	80	50	15	100
Indiana	5	94	15	50		
Iowa	4	100	26	50	2	100
Kansas	1	100	16	60	1	100
Kentucky[2]	6	30	1,582	15.3	8	100
Louisiana	6	33	61	50	7	100
Maine	4	100	17	47	1	100
Maryland	7	38	184	19		
Massachusetts			30	42	1	100
Michigan	4	95	41	61.8	6	100
Minnesota	3	66	42	25	4	100
Mississippi	4	75				
Missouri	4	90	62	66	6	100
Montana	1	90	10.5	48	1	100
Nebraska	5	66.6	2.7	48	1	100
Nevada	1		7		.5	100

[1] Separate board and staff for vocational education.
[2] Area vocational centers are staffed by state employees.
[3] No responsibility for adult education.

[a] An additional 78% is partially federally funded.
[b] An additional person is 25% federally funded.

TABLE III-7: CATEGORICAL STAFF
(Full-Time Professional)
(continued)

State	Adult Education		Vocational Education		CETA	
	#	% Federally Funded	#	% Federally Funded	#	% Federally Funded
New Hampshire	5	80 %	32	35 %	1	100 %
New Jersey	8	100	72	38	15	100
New Mexico	1	50	18	45		
New York	28		97	95	25	100
North Dakota	1	100	19			
Ohio	12	75	25	66	4	100
Oklahoma	4	100				
Oregon	1	100	19.93	64	1.3	100
Pennsylvania	6	90	79	50	11	100
Rhode Island	5	44	15	50		
South Carolina	17	45.5	48	55.2	3	91.6
South Dakota[1]	1	90				
Tennessee	2	30	43	18	7	100
Texas	16	33	181	52	6	100
Utah	3	25	16	60	2	100
Vermont	36	17 a	9	22 a	2	100
Virginia	5	68	52	24	5	100
Washington	8		12	50	0	
West Virginia	5	20	29	76	6	100
Wisconsin[3]			18	50	1	100
Wyoming	1	100	8 b	50		
District of Columbia		No information available.				
American Samoa		No information available.				
Guam		No information available.				
Puerto Rico[2]	163	71	2,147	20	78	100
Trust Territories of the South Pacific		No information available.				
Virgin Islands		No information available.				

[1] Separate board and staff for vocational education.
[2] Area vocational centers are staffed by state employees.
[3] No responsibility for adult education.

[a] An additional 78% is partially federally funded.

[b] An additional person is 25% federally funded.

Table III-6, which gives the data for special education and compensatory education, once more emphasizes diversity across the states in the size of categorical program staff. However, the majority of states (35 plus Puerto Rico) report that compensatory education staff are at least 90 percent funded by federal monies; in 32 of these such staff is fully dependent upon federal support.

Responses for special education staff are less uniform, although 28 states fund at least 60 percent of such staff with federal dollars.

State agency staff in the CETA program are virtually 100 percent federally funded.

However, in the adult education and vocational education program areas, a variety of staff support patterns exist, and there is much less dependence upon federal funding. Like special education, these are program areas where considerable state monies have been allocated.

Tables III-6 and III-7 are best reviewed in conjunction with the tables (III-8 and III-9) which report the amount of federal funds and companion state monies in each state for categorical programs.

State governments have recognized the impact of federal funds for administration in state departments and have responded in a variety of ways. Most states have actively sought to supplement federal funds with state funds. The trend toward state increases in administrative funds has been interpreted as reflecting "the growing total needs of the state agencies; more favorable attitudes toward education by governors, legislatures and state governments generally; public pressures based on evidence of good results in the new local programs of education; and a feeling that states should finance state programs better to stay more nearly in control of them." 14/

• State and Federal Categorical Funding

Two tables, (III-8 and III-9) provide state-by-state data on categorical monies for these program areas:

- special education
- compensatory education
- vocational and adult education
- vocational rehabilitation
- CETA

For each state both total federal funds and state funds for companion programs are listed, except for CETA. For that program only federal aid is listed. These figures are based on a survey of the states, and, unless otherwise indicated, are for fiscal year 1982.

Special Education and Compensatory Education

Although states fund special education at more than 2.3 times the amount of federal monies provided, state support for these programs varies widely, with 16 states reporting no companion state-funded program. (It should be noted

TABLE III-8: STATE AND FEDERAL CATEGORICAL FUNDING
FY 82

(in millions)

State	Special Education		Compensatory Education		Vocational and Adult Education	
	Federal Funds	Companion State Funds	Federal Funds	Companion State Funds	Federal Funds	Companion State Funds
TOTALS	$1,039.6	$2,431.1	$2,748.2	$289.2	$742.3	$1,295.6
Alabama	$17.4	$83	$78.3		$20.4	$54
Alaska	3.7	28.7	5.1		1.3	22.4 a
Arizona	12	.5	28		8.7	5.4
Arkansas	12.7	26.3	41.6		8.5	13.7
California	87.1		292.1		63.5	
Colorado	13.1	39.6	27.3	5.8	b	
Connecticut	14.3	76.1	25.5	5	8.9	36.9 c
Delaware	4.7	27	8	1.8	2	21.2
Florida	30	1.1	87.2	33.2	38.8	2.9
Georgia	27.1		80.8	12.7	20	165
Hawaii	3.9	28.6	8.3		1.5	7.7
Idaho	4		8.9		3.3	
Illinois	77.5		107.4		32.4	
Indiana	25.4	60.9	33.8		18.1	20
Iowa	13.7	123.6	25.7		9.6	11.9
Kansas	9	50	20.5	.4	7.5	15.8
Kentucky	17.4	100	54		12.3	41.6
Louisiana	21.3	116.2	79.4		15.9	63
Maine	6.4	18	12.1		4.3	9 a
Maryland	26.5	78.9	53.1	15.3	15.5	5.1
Massachusetts	38.2	15.3	50.6		17.2	1.4
Michigan	33	93.3	115.8	22.6	24.6	23.9
Minnesota	19.7	106	35.8		13.4	137.9
Mississippi	25		47.6		16.6	
Missouri	25		48.3		26.4	23
Montana	3.4		9.3		2.9	
Nebraska	7.5	39.4	14.5		5.2	.7
Nevada	3	15.7	4.1		2.1	.3
New Hampshire	3.7	10	4.1		3.1	1

[1] FY 83 data.

[a] Vocational education only.

[b] Separate board/agency.

[c] Includes $34.4M for vocation technical schools.

[d] Adult education only.

[e] Portion administered by the SEA.

TABLE III-8: STATE AND FEDERAL CATEGORICAL FUNDING
FY 82
(continued)

(in millions)

State	Special Education		Compensatory Education		Vocational and Adult Education	
	Federal Funds	Companion State Funds	Federal Funds	Companion State Funds	Federal Funds	Companion State Funds
New Jersey	$41		$84.7		$20.6	$15.7
New Mexico		60	23.5		4.9	.5 d
New York	66.3		225.7		53.1	8.2
North Carolina	29.3	130	82.5	12	22.2	90 a
North Dakota	2.3	19	8		2.6	16 a
Ohio	43.6	223	91.2	116.5	30.8	182.8
Oklahoma	15.7		33.8		10	
Oregon	13.2	18	26.1	10	7.7	
Pennsylvania	54	192.7	110.9	.9	38.2	38.9
Rhode Island	4.4	16.9	9.1	2	3.4	.5
South Carolina	18	76.2	62.3		22.9	
South Dakota[1]	3.8		10.6		.5	
Tennessee	23.1	55	60		16.9	44.3
Texas	57.4	372.7	245.1	50.6	43.9	181.5
Utah	8.7		8.6		5.3	
Vermont	3.6		4.5		2.1	
Virginia	21.9		59.2		18.7	
Washington	16.4		39.5		11.6	
West Virginia	8.8		26.8		7	
Wisconsin	15	108.8	41		5.8 e	
Wyoming	2.1		3.4		1.2	
District of Columbia	No information available.					
American Samoa	No information available.					
Guam	No information available.					
Puerto Rico	5.3	20.6	104.5	.4	10.9	32.4
Trust Territories of the South Pacific	No information available.					
Virgin Islands	No information available.					

[1] FY 83 data.

[a] Vocational education only.
[b] Separate board/agency.
[c] Includes $34.4M for vocation technical schools.
[d] Adult education only.
[e] Portion administered by the SEA.

TABLE III-9: STATE AND FEDERAL CATEGORICAL FUNDING
FY 82

(in millions)

	Vocational Rehabilitation		CETA
	Federal Funds	Companion State Funds	Federal Funds
TOTALS	$496.5	$131.9	$177.4
Alabama	$24.3	$5.9	$11.9
Alaska	3	7	.01
Arizona	9.5		1.9
Arkansas	12.5		4.4
California	64.2		12.9
Colorado	b		9.3
Connecticut	12.7	2.2	5.3
Delaware	b		.4 a
Florida	b		36
Georgia	b		3.3
Hawaii	b		
Idaho	3.7		
Illinois	31	31	9
Indiana	21.2		
Iowa	12.4	2.6	.8
Kansas	8		
Kentucky	17.6	4.4	2.9
Louisiana	20	8.7	3.5
Maine	b		.1
Maryland	19.7	5.1	2.1
Massachusetts	b		2.1
Michigan	25.6	5.5	8.9
Minnesota	b		2.4
Mississippi	14.7		
Missouri	26.4	5	11
Montana	3.2		.7
Nebraska	5.6	1.2	.7
Nevada	3		
New Hampshire	3.6	.9	

[1] FY 83 data.

[a] Portion administered by the SEA.
[b] Separate board/agency.

TABLE III-9: STATE AND FEDERAL CATEGORICAL FUNDING
FY 82
(continued)

(in millions)

	Vocational Rehabilitation		CETA
	Federal Funds	Companion State Funds	Federal Funds
New Jersey	$20.6		$5.7
New Mexico	6.2	7.7	
New York	53.6	33.7	5.2
North Carolina	b		7.8
North Dakota	b		
Ohio	40.8	10	5.5
Oklahoma	b		
Oregon	b		1.3
Pennsylvania	b		1.4
Rhode Island	5.8		
South Carolina	b		2.4
South Dakota[1]	b		
Tennessee	21.4		3.4
Texas	b		5
Utah	6.2		.5
Vermont	b		2.1
Virginia	b		1.8
Washington	b		
West Virginia	b		2.7
Wisconsin	b		.04
Wyoming	b		.04
District of Columbia	No information available.		
American Samoa	No information available.		
Guam	No information available.		
Puerto Rico	b		2.9
Trust Territories of the South Pacific	No information available.		
Virgin Islands	No information available.		

[1] FY 83 data.

[a] Portion administered by the SEA.
[b] Separate board/agency.

that in some states financial aid to local school districts includes a portion for special education and compensatory education programs which cannot be broken out to supply data for a survey such as this.)

The ratio of federal/state funding also differs considerably among the states. In 15 states the state allocation for special education exceeds by 5 times the federal funds coming to that state; in Iowa the state provides more than 90 percent of that state's total special education monies. And state funding in Texas accounts for 15.5 percent of all state special education monies identified in this survey. The U.S. Department of Education reports that for school year 1982-83, special education enrollment in Texas accounts for just 6.6 percent of the national total.

In contrast, state funds reported for an identified categorical program of compensatory education total only 10.5 percent of federal dollars designated for those programs. Half as many states (15) indicate that this is an area where state monies are provided, in comparison to special education. And in only 1 state (Ohio) does the money earmarked for the state compensatory education program exceed federal compensatory education funds received by the state. As noted above, however, compensatory education needs are frequently included in basic state formula support for public schools.

A comparison of the federal/state ratios for these two programs reveals that while the national government spends 2.6 times as much money in the area of compensatory education as is spent for special education, state data---as reported here---shows an opposite. State responses to this survey indicate that state support for compensatory education is only 12 percent of that for special education.

Vocational and Adult Education

Almost all states report state funding for vocational and adult education, with considerable diversity across the states in both the amount of funds and the proportion of such program monies which are based on state resources rather than federal support. For example, in seven states state funding is 5 times that of federal funding received by those states; Alaska reports a vocational and adult education state program funded at more than 17 times its federal allocation. And the total of state monies reported by only four states (Georgia, Minnesota, Ohio and Texas) comes to one-half of the aggregate state funds identified by survey respondents. See Table III-8.

Vocational Rehabilitation

In many states vocational rehabilitation is the responsibility of a state agency other than the department of education. Since this publication is focused upon educational governance, for those particular states no data are provided for either the federal or state monies which support vocational rehabilitation. A footnote in Table II-9 identifies states which responded to the survey with a notation that vocational rehabilitation is not administered by the SEA.

In this categorical area only 2 states (Alaska, New Mexico) provide more state funding to state companion programs than is received from the federal government. As in vocational and adult education, Alaska's state support is considerable---2.3 times the federal monies allocated to the state.

The data provided show that state companion vocational rehabilitation programs are funded at 27% of federal funds.

CETA

Thirteen states do not list any CETA monies; this may be due to the fact that such funds are not administered by the SEA. There is considerable variation across the states, with a range from the lowest figures of $10,000 in Alaska to $36 million in Florida, which reports nearly 3 times as much federal aid in this category as the next highest state.

Implications

It is possible that the responses are incomplete, and that there are states which designate state funds for these categorical programs but did not so indicate when surveyed. If so, the brief analysis presented here might change considerably.

Nevertheless, these data reveal that there is great variety among the states in the extent to which they evidence resources and/or commitment for the five particular categorical program areas listed---categorical programs which federal attention in law, fiscal support and program emphasis suggests as national priorities.

In particular, the diverse ratios between federal/state funding reveals differences in the degree to which individual states, as opposed to the federal government, or in comparison to other states, recognize and prioritize these particular need areas in terms of the unique concerns of each state.

- Organizational and Legal Constraints

In a period of continuous, rapid change, many state departments of education appear to be constrained both internally and externally by organizational problems and legal limitations.

Departments may be bound up so tightly in traditional and relatively routine tasks that time, personnel, and funds are lacking for other more creative activities in which they might engage. The routine tasks have left little flexibility for such activities as long-range planning and encouragement of needed change and innovation.

Assuming that state departments are always likely to operate under financial constraints, a continuing problem may be the lack of unanimity within departments concerning how to maximize their impact with the resources they do have available. The lack of knowledge about which activities are likely to be most effective and under which kinds of circumstances is a constraint upon the effectiveness of state departments of education. 15/

Relationships between the state agency and local districts are unique to each state. Approximately half the states report the existence of some type of intermediate agencies as well as local school districts. These states were asked to describe what relationship exists between such intermediate units and the state education agency. The responses were quite varied, but fell into six general categories:

1. Intermediate units are totally independent of the state agency; such units have the same relationship to the state that local school districts have:

Examples: Colorado
Michigan
Minnesota
Nebraska
Ohio

2. Intermediate units are part of a three-tiered system of educational governance, serving as liaison between the state and local districts:

Examples: Arkansas
Pennsylvania
South Carolina

3. The state agency has budget and program approval over intermediate agencies:

Example: Iowa

4. The state board or state education agency issues rules and regulations regarding the operation of intermediate units, or approves intermediate unit by-laws:

Examples: Idaho
New Jersey

5. Staff of the intermediate unit must be approved at the state level:

Example: New Hampshire

(In fact, staff contracts are signed by the state's commissioner of education and a state education agency staff member, along with the board chairman of the intermediate unit.)

6. Three states report a much more integrated relationship between the state agency and intermediate districts:

The chief administrators of New York's boards of cooperative educational services report to the state agency; all services must be approved by the state commissioner of education.

Washington's nine education service districts act as service centers for the superintendent of public instruction and local school districts; services are provided as directed by the state superintendent; core funding for these intermediate districts is received from state appropriations.

The West Virginia State Board of Education establishes operating rules for its regional educational service agencies; funds are channeled through the state department of education; each regional agency's board of directors includes a person from the state education agency.

Further description of the governance and services of intermediate units is given in Chapter V and in Table V-3.

Externally, the effective leadership role of some state departments may be hampered by the structure of state government. Two such significant restricting factors are: (1) the dispersal of educational responsibilities among separate agencies as opposed to all education being vested in a single agency; and (2) the confusing relationship beween educational agencies as a group and other segments of state governance (e.g., in some states, the centralization of all planning in an agency not within specific operational units with little overall coordination with the operating units themselves). 16/

Another example is found in the rules and regulations of other agencies of state government which sometimes create difficulties for state departments of education. For example, occasional problems might result from the control exercised in some states over the department's personnel by a state personnel agency or merit system.

- Political Realities

"Aloofness from partisan politics is highly desirable, but aloofness from the political system is impossible." 17/

Public education at local, state and federal levels is a significant part of government. It affects and is affected by all three of government's branches---legislative, executive, and judicial. Although in general state departments of education have historically attempted to avoid political involvement, there is a growing recognition of the impossibility and undesirability of trying to keep education out of politics and vice versa.

For example, state departments of education have historically been involved with rural-urban forces. In the past, state departments tended to provide services primarily to rural areas. Departmental services today, however, are increasingly focused on city and suburban as well as rural areas. This evolving change may be attributed to developments such as (1) population shifts from rural areas toward and around cities, (2) consolidation of school districts into larger and more adequate basic units of administration, (3) the Supreme Court decision providing for legislative reapportionment, and (4) the creation and funding of federal categorical programs targeted at specific student populations.

A dilemma facing all state education agencies is that of determining priorities when staffing and budgetary constraints make it impossible for the agency to be or do all that might be desired. An interview with a former chief state school officer addressed this issue:

> Interviewer: How about the states---what should they be doing and not doing?
>
> Chief: If I had it to do over again, I would do one thing that I didn't do. I'd sit down at the beginning and I'd say, "Now, what are the really important things for the state to do? What kinds of things, if we don't do them, nobody's going to do them?" A testing program of some kind is one of them. And then I would say, "Now, what can we afford to let slide?" and there's a lot of stuff we could afford to let slide. I would say to the school districts, "I'm going to make you a deal. Here are five things in which I believe very strongly. Now, you're bloody well going to do them. And then here's some other stuff on which I'll make oracular statements from time to time, but I just think you can figure out better than we can how to do it. God bless you, and if we can help you, fine." 18/

The potential conflict between state and local decision makers in education is just one area of political interplay. Another occurs at the state level, in deciding just where the ultimate responsibility for control of educational matters should reside. Citizens have often been unwilling to place educational control fully in the hands of the executive or legislative branches of state government. Educators have felt that education is a matter which the legislative and executive branches of state government should support, but with which they should not interfere.

> ...the state legislature typically sees itself as the governmental entity most closely responsive to the people and entitled to the prerogative of spelling out quite specifically just what the function of education should be, how it should be operated, to whom it should be offered, and how it should be organized and supervised. The executive branch of state government often feels frustrated because, although educational expenditures in most states represent an increasing share of the total state budget, the elected leader and administrative head of the state government--the governor--has virtually little say about how this large segment of state governmental enterprise is operated. 19/

A general trend during the past 30 years has been toward separation of policy making and executive powers at the administrative level. State boards perform the principal policy making functions within the scope of the state laws, while the chief state school officer and his or her staff perform professional administrative tasks.

State departments of education typically have had a number of professional personnel operating under sometimes conflicting pressures from local school administrators and citizens, on the one hand, and restraints by the governor and legislature, on the other. Functioning between state government and local educational agencies can place a state department in a vulnerable position. Such vulnerability has been described in the following way:

> In addition to the hazards of misunderstandings in such three-way communication, there is a natural tendency for the other parties to accept the praise for successful operations and to place the blame for failures on the middleman. The "legislative oversight" of the legislature and its sensitive relationships with the local constituents of its members make explanations or rebuttals from the department hazardous. 20/

The potentially harmful outcome of state department/legislative/executive conflict over ultimate responsiblity for control of educational matters may mean that:

> ...with this three-way political pulling and hauling, many state education agencies are neither very well regarded nor very well supported when the annual or biennial appropriation session rolls around. 21/

Summary

Despite the problems outlined here (minimal staffing, budgetary constraints, a highly politicized environment) state education agencies continue to have an active role in the nation's educational decisionmaking. Recent growth in the areas of responsibility assumed by the state agencies, and their potential for leadership, contributed to this description of the appeal of working in a state level department of education:

> It...looks like a more attractive place to be than it was before; there's more happening. And in fact these days I think state departments are where the action really is. Education is a compelling state interest, and a number of court cases have continued to underscore that fact.
>
> There's some federal impact on the states, but it's still a compelling state interest. The decisions affecting the schools are ultimately going to be shaped by the local schools districts and next most profoundly by the state. It's not going to be the federal government. You have states that are ahead of the federal government---that used not to be. Special education is a dandy example. Massachusetts had its bill before P.L. 94-142; Montana did too and so did a number of other states. I think the perception that we're folks that live under rocks is changing. 22/

CHAPTER IV

STATEWIDE COORDINATING AGENCIES FOR HIGHER EDUCATION

Introduction

As the size, complexity, and cost of public higher education have grown, many states have moved from separate boards of trustees for the governance and administration of each institution of higher education to the creation of central state educational authorities for increased coordination, planning, and allocation of functions and funds to the higher education system. These central authorities have taken a number of different forms, and responsibilities granted to them have varied considerably.

Although summary descriptions of statewide coordinating agencies for higher education in the states are included in Appendix A, along with accounts of state boards of education, chief state school officers, and state departments of education, the particular emphasis of this publication is upon public education at the elementary and secondary levels. This chapter contains a brief overview of the background, present situation, and anticipated directions relative to the establishment of statewide coordinating agencies for public higher education.

A number of comprehensive accounts of the development of higher education in America, the role of state departments of education in relation to higher education, and the development of state systems for coordinating higher education in a majority of the states have been written by higher education specialists. [1]

Background

Historically, state legislatures have authorized the formation of separate boards of trustees for the administration and governance of individual higher education institutions in each state. When unprecedented enrollment and service demands began to be made on public colleges and universities in the 1950s, accelerating into the 1970s, state governments as well as the institutions themselves sought increased efficiency.

Legislatures at first relied upon central budgeting authorities in an attempt to remove themselves from directly planning and coordinating the complex budgets and roles of several campuses under separate boards. Since budgetary controls alone tended to provide unsatisfactory means of decision making and planning among competing institutions of higher education for funds, states created centralized state authorities for planning and fund allocation for higher education. The capacity of traditional legislative committees and budget commissions to deal with rapidly expanding higher education necessitated a new approach.

Although legislatures created a few single governing boards with direct trusteeship over all of the institutions supported by the state, common practice recently has been to establish a coordinating authority charged with service-oriented functions and certain planning and/or budgetary-review responsibilities over the separate institutional governing boards. 2/ With respect to this trend, (1) the number of states establishing state boards for planning and coordination of higher education practically tripled during the 15-year period from 1950 to 1965, and (2) between 1957 and 1960, more than half the state legislatures were considering higher education structures for coordination and/or planning. 3/

Higher education institutions have traditionally sought organizational and operational independence and autonomy. In some states, however, this autonomy has tended to cause varying degress of competition for power and funds. States began to recognize that too much institutional autonomy and independence in the absence of coordination tended to present as many problems as too little autonomy. Such facts as rivalry, duplication of expense or function, and unjustified expansion pointed up the need for establishing some form of statewide coordination.

In many states, separate institutions of higher education have resisted the establishment of coordinating authorities over them. Such resistance, for example, has come from state universities which occasionally have viewed coordinating boards as seekers of complete authority for state-level higher education. Proponents of greater institutional autonomy argue that the function of a statewide coordinating agency, if any, should be only advisory in nature and should be to perform such roles as (1) representing statewide public higher education to the governor, the legislature, the institutional governing board, and the general public; (2) disseminating public information; (3) conducting and reporting research, making planning studies, and gathering data; and (4) facilitating interinstitutional liaison.

State departments of education have exercised a positive influence on institutions of higher education since the turn of the century. Working separately and in informal relationships with institutions of higher education, state departments have made considerable contributions to their development, particularly in public institutions such as junior and community colleges located close to their constituents. Generally, however, relationships between state departments of education and public institutions of higher education have been minimal, with some significant exceptions in the areas of teacher education, accreditation, certificaton, and statewide planning for elementary and secondary education. See Chapter I for a discussion of specific state-by-state responsibilities of state boards of education in the area of higher education.

Until the 1940s, the state department of education was the only official body in most states that had considerable statewide interest in education. With few notable exceptions since that time---and for a variety of political, economic, and educational reasons---states have been moving toward increased coordination and centralization of higher education outside the state department. Less emphasis was placed on perpetuating relationships with the department of education and more on the need for a clear delineation of the task to be accomplished and an identification of the agencies in the best position to perform it.

The Prevailing Situation

The following types of coordinating agencies are representative of current structural arrangements. There are (1) states which have neither a single coordinating agency created by statute nor a voluntary association performing a significant statewide coordinating function; (2) states in which voluntary statewide coordination is performed by the institutions themselves operating with some degree of formality; (3) states which have a statewide coordinating board created by statute but not superseding institutional or segmental governing boards; and (4) states which have a single governing board, whether functioning as the governing body for the only public senior institution in the state or as a consolidated governing board for multiple institutions with no local or segmental governing bodies. 4/

There has not been unanimity among states as to the precise form coordinating agencies should take, but most have agreed that some form of coordination is needed.

A number of states today maintain a system of separate institutional boards of trustees subject to varying degrees of central coordination. These institutional boards tend to be fluid in nature and functions; they are becoming increasingly conditioned by a number of forces operating at the institutional level. Among other factors, (1) institutional roles and budget are becoming subject to growing authority, and (2) the campus constituencies---administrators, faculty, students---are having a greater voice in internal institutional policy and program decisions. As a result of these and other intervening variables, trustees may be less able to govern institutions in a traditional sense.

Prospective Directions

Several states seem to be gradually moving from a statutory statewide coordinating board toward a central statewide governing body responsible for the planning and government of higher education in the state. These boards must have strong administrators and staffs capable of undertaking the planning of a rational state system of higher education, allocating and governing the roles and functions of the individual instituions, and controlling the allocation of legislatively appropriated resources.

There are opportunities for better understanding and cooperation between those involved in higher education and those concerned chiefly with elementary and secondary education. A crucial factor with the potential for enhancing communication and understanding between higher education and elementary/secondary education is planning. The increasing interest in and emphasis on comprehensive planning---involving in depth studies of all aspects of education, their interrelation, and of the relation of education to various elements of contemporary society---has been undeniably beneficial.

In some states, the relationship of statewide coordinating agencies to institutional governing boards may be analogous to that of state boards of education to local boards. The statewide coordinating higher education agency can render specific service to individual institutional governing boards but can also use the opportunity to help the individual institutions toward self assessment of needs, toward longe-range planning, and toward the identification and use of innovative procedures to improve the entire institutional operation.

CHAPTER V

DATA ON STATEWIDE EDUCATION SERVICES AND FISCAL SUPPORT

Chapter III (State Departments of Education) contains extensive data on state agency staffing patterns and funding. When this study was planned, it was decided that those data would take on more meaning if, at the same time, information could be gathered that would give at least a partial picture of each state's overall education environment.

Therefore, an additional section was added to the survey instrument (see Appendix E) to gather general information on the condition of education state-by-state. That information dealt with the following areas:

1. Organizational Patterns:
    - Number of students in public and nonpublic schools
    - Mandatory school attendance laws
    - Number of operating local school districts; number of schools
    - Intermediate units; number; governance; types of services provided
2. Financial Data:
    - Primary sources of education revenue
    - Average classroom teacher salary
    - Average per pupil expenditure
    - Percentage of education revenue from each branch of government: local, state, and federal
3. Selected Areas of Interaction with Local School Districts
    - Audit responsibilities of the SEA
    - State-mandated testing programs
    - Teacher preparation and certification
    - State agency role in contract disputes at the local district level
    - Jurisdiction over nonpublic schools

The information reported in this chapter, in both charts and narrative, is based upon FY 82 data (School Year 1981-82), unless otherwise indicated.

Organizational Patterns

Three tables (V-1, V-2, and V-3) present data gathered, state-by-state, on students, number of local districts and school buildings, and intermediate service units.

TABLE V-1: STUDENT DATA

State	If mandatory attendance, what ages?	Statewide Population, Ages 5-17	Average Daily Membership in Public Schools, K-12	Number of Students In Nonpublic Schools, K-12
Alabama	7-16	865,836	701,925 a	
Alaska	7-16	103,000	89,848	4,845
Arizona	8-16	649,000	501,020	74,800 b
Arkansas	7-15 c	472,000	431,422	19,533
California	6-16	4,397,000	3,854,311	
Colorado	7-16	583,000	544,174	35,000 b
Connecticut	7-16	637,731	512,067	87,833
Delaware	6-16	125,544	93,294	24,096
Florida	6-16	1,747,600	1,485,593	206,514
Georgia	7-16	1,146,000	1,045,000	92,161
Hawaii	6-18	200,000	163,667 b	38,039 b
Idaho	7-16	208,000	204,524	5,550 d
Illinois	7-16	2,398,772	1,858,399 b	340,616
Indiana	7-16	1,122,000	990,964	91,152
Iowa	7-16	604,244	514,956	51,353
Kansas	7-16	463,000	384,114	29,534
Kentucky	6-16	755,000	649,440	73,084
Louisiana	7-15d	1,039,000	767,590	151,000 a
Maine	7-17	238,000	218,000	15,363
Maryland	6-15	851,000	714,216	133,485
Massachusetts	6-16	1,071,000	956,873	124,258
Michigan	6-16	2,066,616	1,792,331	210,000
Minnesota	7-16	844,000	729,896	
Mississippi	7-13	582,000	462,160	41,367
Missouri	7-16	986,000	818,705	118,000
Montana	7-17	173,000	145,020	
Nebraska	7-16	320,000	276,609	36,733
Nevada	7-17	153,000	148,520	

[a] 1980-81 data.
[b] Estimated.
[c] Both inclusive.
[d] Volunteered number; not actual count.
[e] Data only from schools applying for accreditation.
[f] Enrollment, ADM not used.

TABLE V-1: STUDENT DATA
(continued)

State	If mandatory Attendance, What Ages?	Statewide Population, Ages 5-17	Average Daily Membership in Public Schools, K-12	Number of Students In Nonpublic Schools, K-12
New Hampshire	6-16	196,000	163,868	18,974
New Jersey	6-16	1,498,000	1,222,060	200,000
New Mexico	6-18	279,000	268,394	20,319
New York	6-16	3,484,000	2,742,800	576,439
North Carolina	7-16	1,253,659	1,114,152	58,000
North Dakota	7-16	128,000	107,785	9,574
Ohio	6-18	2,256,000	1,901,661	250,851
Oklahoma	7-18	615,002	571,000	9,258 [e]
Oregon	7-16	525,000	438,185	28,246
Pennsylvania	8-17	2,375,838	1,835,724 [a]	394,099
Rhode Island	6-16	187,000	137,110	30,113
South Carolina	6-16[d]	694,000	611,258	51,473 [a]
South Dakota	7-16[d]	144,866 [b]	128,848 [b]	12,776
Tennessee	7-17[c]	935,000	839,305	71,416 [a]
Texas	7-17	3,137,000 [a]	2,828,000 [a]	
Utah	6-18	364,000	345,783	5,550
Vermont	7-16	104,000	94,680	9,085
Virginia	5-17	1,087,000	982,862	70,000 [b]
Washington	8-17	835,000	745,004	56,090
West Virginia	7-16	388,000	378,429 [f]	
Wisconsin	6-18	951,000	798,552	129,671
Wyoming	7-16	102,752 [b]	99,097 [b]	3,211 [b]
District of Columbia	No information available.			
American Samoa	No information available.			
Guam	No information available.			
Puerto Rico	5-18	906,200	711,748	94,351
Trust Territories of the South Pacific	No information provided.			
Virgin Islands	No information provided.			

[a] 1980-81 data.
[b] Estimated.
[c] Both inclusive.
[d] Volunteered number; not actual count.
[e] Data only from schools applying for accreditation.
[f] Enrollment, ADM not used.

- Student Data

All states have mandatory school attendance laws. The most frequently reported ages for required school enrollment are ages 7 to 16 (18 states). Virginia and Puerto Rico mandate school attendance beginning at 5 years of age. Hawaii, New Mexico, Ohio, Oklahoma, Utah, Wisconsin, and Puerto Rico give 18 as the age when a student may legally withdraw from school. (See Table V-1.)

The student data table also reports each state's total population between the ages of 5 and 17, average daily membership in public schools, grades kindergarten through twelfth, and, where available, the number of students enrolled in nonpublic schools. Not all state education agencies collect data on attendance in nonpublic schools. Further information on each state's interaction with nonpublic schools is provided later in this chapter.

The diversity in size and complexity of state and local district education structures is readily apparent in all tables in this chapter. The states reporting the fewest students in schools are Alaska, Delaware, Vermont, and Wyoming, all of which have fewer than 100,000 students in the public elementary and secondary schools. In contrast, 12 states, California, Florida, Georgia, Illinois, Indiana, Michigan, New Jersey, New York, North Carolina, Ohio, Pennsylvania, and Texas each report more than 1 million students in the same age group. California's total is almost 4 million; Texas and New York approach 3 million; Illinois, Michigan, Ohio, and Pennsylvania have nearly 2 million students in public schools.

- Local Districts

Table V-2 lists the number of operating local school districts and number of school buildings in each state. Not all states gather data on the number of buildings. The diversity of states' organizational patterns is reflected here: four states (California, Illinois, Nebraska, and Texas) report more than 1,000 local districts; student population in those three states ranges from California's 3.8 million to Nebraska's quarter million plus (276,000).

States with nearly identical numbers of students may have significantly different numbers of school districts. Compare, for example, these four states, which have very similar student data:

	K-12 Average Daily Membership (Public Schools)	Number of Districts
Louisiana	767,590	66
Maryland	714,216	24
Minnesota	729,896	434
Washington	745,004	300

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TABLE V-2: LOCAL SCHOOL DISTRICTS

State	Number of Operating Districts	Number of Schools
Alabama	128	1,400
Alaska	53	550
Arizona	220	860 a
Arkansas	370	1,182
California	1,041	
Colorado	181	1,289
Connecticut	168	1,011
Delaware	19	164
Florida	67	2,345
Georgia	187	1,823
Hawaii	1	230
Idaho	115	549
Illinois	1,013	4,439
Indiana	304	2,026
Iowa	441	1,751
Kansas	306	1,532
Kentucky	180	
Louisiana	66	1,502
Maine	228	770
Maryland	24	1,294 b

[a] Estimate.
[b] Additional 808 nonpublic.
[c] Additional 170 private.
[d] 1981 data.
[e] 40 special education, 30 vocational education.

TABLE V-2: LOCAL SCHOOL DISTRICTS
(continued)

State	Number of Operating Districts	Number of Schools
Massachusetts	381	1,914
Michigan	574	3,355
Minnesota	434	1,639
Mississippi	153	1,058
Missouri	548	2,173
Montana	549	782
Nebraska	1,011	1,687
Nevada	17	
New Hampshire	158	457
New Jersey	591	2,364
New Mexico	89	634 c
New York	729	4,074
North Carolina	143	2,030
North Dakota	294	610
Ohio	615	3,871
Oklahoma	517	1,873
Oregon	309	
Pennsylvania	501	3,616
Rhode Island	40	294
South Carolina	92	1,148 d

[a] Estimate.
[b] Additional 808 nonpublic.
[c] Additional 170 private.
[d] 1981 data.
[e] 40 special education, 30 vocational education.

TABLE V-2: LOCAL SCHOOL DISTRICTS
(continued)

State	Number of Operating Districts	Number of Schools
South Dakota	195	732 [d]
Tennessee	146	1,733 [d]
Texas	1,099	
Utah	40	637
Vermont	274	440
Virginia	139	1,714 [e]
Washington	300	1,731
West Virginia	55	1,140
Wisconsin	433	2,092
Wyoming	49	396
District of Columbia	No information available.	
American Samoa	No information available.	
Guam	No information available.	
Puerto Rico	100	1,802
Trust Territories of the South Pacific	No information available.	
Virgin Islands	No information available.	

[a] Estimate.
[b] Additional 808 nonpublic.
[c] Additional 170 private.
[d] 1981 data.
[e] 40 special education, 30 vocational education.

- Intermediate Units

Data on intermediate service units/school districts are provided in Table V-3. States were surveyed on the existence of such organizational divisions, numbers of districts, board selection procedures, and types of services provided.

Twenty-seven states and Puerto Rico have some type of intermediate district in addition to local school districts. Numbers range from 2 (Alaska, Idaho and Missouri) to 75 in Arkansas and 87 in Ohio. Only 7 respondents with intermediate units report having no intermediate school boards. In the 21 states with intermediate school boards, a variety of selection procedures are used including gubernatorial appointment, appointment by the chief state school officer, general elections, and selection from or by the local district boards.

The survey of states suggested four support areas (vocational education, special education, transportation, and data processing), and asked whether these services are provided by the intermediate districts/units. Special education was the service most frequently checked, by 23 of the 28 states and territories which report having intermediate units. Other types of services mentioned by the survey respondents replying to an open-ended question were: media services, inservice, and curriculum development.

An additional discussion of the relationships between intermediate districts and state education agencies is provided in Chapter III.

Financial Data

Three tables summarize data gathered on state revenues and expenditures for elementary and secondary education.

- Teacher Salaries

The first, Table V-4, lists average classroom teacher salary, by state, and per pupil expenditures, for public school K-12 students, excluding capital outlay. Both sets of data are for the 1981-82 school year.

There is a difference of more than $18,000 between the state paying the highest teacher salary (Alaska, with an average of $31,810) and the lowest (Vermont, $13,576). (These data exclude the territories.) Across the 50 states, the average salary is $18,250; the median is $18,106. In 39 states and the Commonwealth of Puerto Rico, the average teacher salary is less than $20,000 for the school year.

TABLE V-3: INTERMEDIATE UNITS

State	State Has Intermediate Districts or Service Units	Number of Districts/Units	There Are Intermediate School Boards	How Selected	Types of Services Provided			
					Vocational Education	Special Education	Transportation	Data Processing
Alabama								
Alaska	X							
Arizona								
Arkansas	X	75	X	Local Election				
California	X	58	X	Appointed by County Bds.	X	X		X
Colorado	X	17	X	One Person Per District	X	X	X	X
Connecticut	X	6	X	Local School Board Member	X	X	X	X
Delaware								
Florida								
Georgia	X	16			X	X	X	X
Hawaii	X	7	X	Governor Appoints				
Idaho	X	2	X	Elected				
Illinois	X	57			Some	Some	Some	Some
Indiana								
Iowa	X	15	X	Elected		X		X
Kansas								
Kentucky								
Louisiana								
Maine								
Maryland								
Massachusetts								

[1] Intermediate districts/regional education service centers provide support and assistance for program improvement.

[2] Cooperative service units can be created by local districts' agreement when state board rules are followed and with state superintendent's approval.

[3] Service centers for 26 small, rural districts; governed by local boards.

[a] Joint vocational districts/county districts.

TABLE V-3: INTERMEDIATE UNITS
(continued)

State	State Has Intermediate Districts or Service Units	Number of Districts/Units	There Are Intermediate School Boards	How Selected	Types of Services Provided			
					Vocational Education	Special Education	Transportation	Data Processing
Michigan	X	58	X	Local Election	X	X	X	X
Minnesota	X	12	X	Local School Board Member	X	X		X
Mississippi	X	6				X		
Missouri	X	2	X	Elected	X	X	X	
Montana								
Nebraska	X	19				X		X
Nevada								
New Hampshire	X	52	X	Local School Board Member				
New Jersey[1]	X	4	X	Appointed by Commissioner				
New Mexico								
New York	X	44	X	Elected by Local Boards	X	X	X	X
North Carolina								
North Dakota								
Ohio	X	50/87[a]	X	Vocational: Local Boards County: Elected	X	X		X
Oklahoma								
Oregon								
Pennsylvania	X	29	X	Local School Board Member				
Rhode Island								
South Carolina	X	59	X	Elected/ Appointed				
South Dakota[2]								

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[1] Intermediate districts/regional education service centers provide support and assistance for program improvement.

[2] Cooperative service units can be created by local districts' agreement when state board rules are followed and with state superintendent's approval.

[3] Service centers for 26 small, rural districts; governed by local boards.

[a] Joint vocational districts/county districts.

TABLE V-3: INTERMEDIATE UNITS
(continued)

State	State Has Intermediate Districts or Service Units	Number of Districts/Units	There Are Intermediate School Boards	How Selected	Types of Services Provided: Vocational Education	Types of Services Provided: Special Education	Types of Services Provided: Transportation	Types of Services Provided: Data Processing
Tennessee								
Texas[1]	X	20						
Utah[3]	X	4				X		
Vermont	X		X	Local School Boards		X		
Virginia								
Washington	X	9	X	Elected		X	X	X
West Virginia	X	8			X	X		
Wisconsin	X	19	X	Local School Boards	X	X		X
Wyoming	X	3	X			X		
District of Columbia								
American Samoa								
Guam								
Puerto Rico	X	7						
Trust Territories of the South Pacific								
Virgin Islands								

[1] Intermediate districts/regional education service centers provide support and assistance for program improvement

[2] Cooperative service units can be created by local districts' agreement when state board rules are followed and with state superintendent's approval.

[3] Service centers for 26 small, rural districts; governed by local boards.

[4] Joint vocational districts/county districts.

TABLE V-4: FINANCIAL DATA

State	Average 1981-82 Classroom Teacher Salary	Per Pupil Expenditure For 1981-82[1]
Alabama	$15,494	$1,600
Alaska	31,810	5,606
Arizona	18,530 a	2,089 a
Arkansas	14,223 [a]	1,819 [a]
California	22,378	2,303
Colorado	19,628	2,632
Connecticut	19,000	2,530 b
Delaware	19,241	3,169
Florida	16,780	2,315 a
Georgia	16,363	1,890
Hawaii	Not available.	2,826 a
Idaho	16,388	1,915
Illinois	21,172	2,419 c
Indiana	18,640 b	1,836 b
Iowa	17,989	2,537 a
Kansas	16,712	2,750
Kentucky	17,200	1,912
Louisiana	18,464	2,100
Maine	14,873	2,201

[1] For public school K-12 students; excluding capital outlay.

[a] Estimate.

[b] 1980-1981

[c] 1979-1980

TABLE V-4: FINANCIAL DATA
(continued)

State	Average 1981-82 Classroom Teacher Salary	Per Pupil Expenditure For 1981-82[1]
Maryland	$20,100	$2,934
Massachusetts	18,787	2,436 b
Michigan	21,779 b	2,29[illegible] b
Minnesota	19,903	3,112
Mississippi	14,141	1,870
Missouri	16,673	2,392 a
Montana	17,625	2,606
Nebraska	15,536	2,477
Nevada	18,248	2,095
New Hampshire	14,701	2,202
New Jersey	19,706	3,482
New Mexico	18,905	2,512
New York	22,437	3,879
North Carolina	16,428	2,124
North Dakota	17,426	2,242
Ohio	18,561	2,316
Oklahoma	16,781	2,300
Oregon	20,305	2,891
Pennsylvania	19,580 a	2,639 a
Rhode Island	21,494	2,510 b

[1] For public school K-12 students; excluding capital outlay.
[a] Estimate.
[b] 1980-1981
[c] 1979-1980

TABLE V-4: FINANCIAL DATA
(continued)

State	Average 1981-82 Classroom Teacher Salary	Per Pupil Expenditure For 1981-82[1]
South Carolina	$15,490	$2,040 [a]
South Dakota	14,717	1,916 [b]
Tennessee	16,175	1,997
Texas	15,690	2,176
Utah	18,106	1,866
Vermont	13,567	1,997
Virginia	17,044	2110
Washington	22,332	2,847
West Virginia	17,209	2,274
Wisconsin	19,387	2,850
Wyoming	20,550	2,691
District of Columbia	No information available.	
American Samoa	No information available.	
Guam	No information available.	
Puerto Rico	10,033	1,091
Trust Territories of the South Pacific	No information available.	
Virgin Islands	No information available.	

[1] For public school K-12 students; excluding capital outlay.
[a] Estimate.
[b] 1980-1981
[c] 1979-1980

- Per Pupil Expenditures

There is also a wide range of per pupil expenditures reported, with Alaska again the highest state at $5,606, and Alabama reporting the lowest outlays, at $1,600. Excluding territories, the average state per pupil expenditure for FY 82 is $2,450, with a median of $2,315. (See Table V-4.)

- Percentage of Education Revenue

The percentage of education revenue from each of the three levels of government (local, state, federal) is quite varied among the states, reflecting a diversity of financial and governance structures. In all states the smallest percentages of revenues come from the federal government, although this ranges from 24 percent (Mississippi) to 3 percent (New Hampshire, New Jersey, New York). The percentage of education revenues received from state government runs as high as 80 percent in two states (Alaska and Hawaii) and as low as 6.9 percent (New Hampshire). Reported percentages tabulated for local government sources range from 3 percent in Hawaii which has a single statewide, state-run school system, to almost 90 percent in New Hampshire. Obviously, there are implications in these different source patterns for the various degrees of influence and authority from state to state between state and local level policymakers. A hypothetical "average" state would receive 8.98 percent of its education monies from the federal government; 49.35 percent from state government; and 42.43 percent from local units of government. Details are given in Table V-5.

- Sources of State and Local Revenue

States were asked to check the primary generators of state and local revenues for education. Five possible responses were suggested:

- state sales tax
- state income tax
- local property tax
- excise tax
- lottery

An open-ended response item let each state list any other primary source of revenue for public elementary and secondary education.

The most frequent response was to list three items: state sales tax, state income tax, and local property tax as the main sources of the state's

TABLE V-5: PERCENTAGES OF FY 82 REVENUE FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

State	Percent From Local Governments	Percent From State Government	Percent From Federal Government
Alabama	19.5	65.7	14.8
Alaska	15.8	80.1	4.1
Arizona[1]	37.5	51.6	10.9
Arkansas	32.3	54.8	12.9
California	18.9	74.3	6.8
Colorado	52.9	40.3	6.8
Connecticut	60	34	6
Delaware	21.4	68	10.5
Florida	40.4	51.4	8.2
Georgia	34	55.1	10.9
Hawaii	3	80	17
Idaho	36.6	54.9	8.5
Illinois	50.75	40.28	8.97
Indiana	No information available.		
Iowa	42	52	6
Kansas	49.9	43.7	6.4
Kentucky	18.5	69.6	11.9
Louisiana	32.7	56.4	10.9
Maine	41	49.1	9.9
Maryland	52.6	40.7	6.8
Massachusetts	64	32	4.7
Michigan[2]	64.3	29.5	6.2
Minnesota	36.5	58.3	5.2
Mississippi	22.6	53	24.5
Missouri	46.6	45.9	7.5
Montana	42.7	49	8.3
Nebraska	75.7	16.7	7.6
Nevada	36.6	55.4	8

[1] Estimate.
[2] 1980-1981.
[3] 1979-1980 data; more recent not available.

TABLE V-5: PERCENTAGES OF FY 82 REVENUE FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

State	Percent From Local Governments	Percent From State Government	Percent From Federal Government
New Hampshire	89.2	6.9	3.9
New Jersey	57	39.4	3.6
New Mexico	11.9	76.1	12
New York	57	40	3
North Carolina	22.4	63.9	13.7
North Dakota	47	45.3	7.7
Ohio	48	45	7
Oklahoma	28.8	59.7	11.5
Oregon	63.3	26.4	5.3
Pennsylvania[3]	54.7	39.7	5.6
Rhode Island	58.6	36.1	5.3
South Carolina	32	54	14
South Dakota[2]	61.76	28.1	10.14
Tennessee	38.7	47.3	14
Texas	39.4	50.8	9.8
Utah	39.4	54.5	6.1
Vermont	65.6	27.5	6.9
Virginia	53.5	39.1	7.4
Washington	16.2	75.4	8.5
West Virginia	27.5	62.7	9.9
Wisconsin	58.4	36.7	4.9
Wyoming[2]	62.1	32.7	5.2
District of Columbia	No information available.		
American Samoa	No information available.		
Guam	No information available.		
Puerto Rico	N/A	77	23
Trust Territories of the South Pacific	No information available.		
Virgin Islands	No information available.		
AVERAGES	42.43	49.35	8.98

[1] Estimate.
[2] 1980-1981.
[3] 1979-1980 data; more recent not available.

education funds. Nineteen states marked all three of these and no others.

States in which primary sources of education revenue are: state sales tax, state income tax, and local property tax:

Alabama
Arizona
Arkansas
California
Colorado
Georgia
Idaho
Illinois
Iowa
Kansas
Kentucky
Minnesota
Missouri
North Carolina
Oklahoma
South Carolina
Vermont
West Virginia
Wisconsin

Five states gave only one primary revenue source: local property tax:

Connecticut
Massachusetts
Michigan
New Hampshire
Rhode Island

Only three states (Indiana, Montana, and Washington) indicate that an excise tax is a primary source of education revenue, and it was always combined with other sources. Maine, Maryland, New Jersey, and New York generate education revenue from a state lottery, as does Ohio, but the latter state reports the lottery monies are not a primary source.

A variety of special taxes which support education were listed, including oil severance and production taxes, and corporate franchise taxes. In New Mexico and Texas, there is income from the permanent school fund. See Table V-6 for details.

Selected Areas of Interaction with Local School Districts

- Audit Responsibilities

In 13 states and territories, the state education agency is responsible for auditing local school districts. These states are:

California
Florida
Georgia
Illinois
Massachusetts
Nevada
North Carolina
Oklahoma
South Carolina
Texas
Utah
Virginia
Puerto Rico

Rhode Island's board regulations give the state education agency this responsibility, but audits are actually performed by independent auditors or

TABLE V-6: PRIMARY STATE AND LOCAL SOURCES OF REVENUE

State	State Sales Tax	State Income Tax	Local Property Tax	Excise Tax	Lottery	Other
Alabama	X	X	X			
Alaska		X[a]	X			Fish processing tax; oil severance taxes and royalties.
Arizona	X	X	X			
Arkansas	X	X	X			
California	X	X	X			
Colorado	X	X	X			
Connecticut			X			
Delaware		X	X			Corporate franchise taxes
Florida	X		X			
Georgia	X	X	X			
Hawaii	X	X				Utility taxes; fees; bond repayments.
Idaho	X	X	X			
Illinois	X	X	X			
Indiana	X	X	X	X		
Iowa	X	X	X			
Kansas	X	X	X			
Kentucky	X	X	X			
Louisiana	X	X	X			Local sales tax; severance tax.
Maine	X	X	X		X	
Maryland	X	X	X		X	
Massachusetts			X			

[a] On business only.

TABLE V-6: PRIMARY STATE AND LOCAL SOURCES OF REVENUE
(continued)

State	State Sales Tax	State Income Tax	Local Property Tax	Excise Tax	Lottery	Other
Michigan			X			
Minnesota	X	X	X			
Mississippi	X		X			
Missouri	X	X	X			
Montana		X	X	X		
Nebraska	X	X				Monies generated by sale of services, tuition, etc.
Nevada	X		X			Motor vehicle privilege taxes.
New Hampshire			X			
New Jersey	X	X	X		X	
New Mexico	X	X				Severance taxes; permanent fund interest; mineral leasing.
New York		X	X		X	
North Carolina	X	X	X			
North Dakota	X	X	X			Oil production and extraction tax.
Ohio	X	X	X			Corporate franchise tax; public utility tax.
Oklahoma	X	X	X			
Oregon		X	X			Timber tax, in some areas.
Pennsylvania	X		X			Local wages and amusement taxes.
Rhode Island			X			
South Carolina	X	X	X			
South Dakota	X		X			

[a] On business only.

TABLE V-6: PRIMARY STATE AND LOCAL SOURCES OF REVENUE
(continued)

State	State Sales Tax	State Income Tax	Local Property Tax	Excise Tax	Lottery	Other
Tennessee	X		X			
Texas			X			Permanent school fund.
Utah	X	X	X	[a]		Corporate franchise tax.
Vermont	X	X	X			
Virginia	X	X				
Washington			X	X		
West Virginia	X	X	X			
Wisconsin	X	X	X			
Wyoming			X			State property tax; state foundation program; mineral royalty payments.
District of Columbia	No information available.					
American Samoa	No information available.					
Guam	No information available.					
Puerto Rico	No information available.					
Trust Territories of the South Pacific	No information available.					
Virgin Islands	No information available.					
TOTALS	37	36	46	3	4	

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[a] On business only.

the State Bureau of Audits.

An additional 19 states report that although the state education agency is not responsible for auditing local school districts, another state agency--usually designated as a state auditor's office--has that responsibility. These states are:

Alabama
Arizona
Arkansas
Delaware
Indiana
Iowa
Kentucky
Montana
Nebraska
New Hampshire
North Dakota
Ohio
Oregon
Pennsylvania
Rhode Island
South Dakota
Vermont
Washington
West Virginia

The remaining states report that audits are performed by certified public accountants chosen by local school districts.

- State-Mandated Testing Program

Twenty-seven states and the Commonwealth of Puerto Rico have a state-mandated testing program. Survey respondents were asked: (1) to identify the type of test; (2) to list which grade levels are tested; (3) whether all pupils, or only a sample, are tested; and (4) whether test passage is a high school graduation requirement. Data provided by the states are shown in Table V-7.

Only eight states (California, Florida, Hawaii, Nevada, New York, North Carolina, Tennessee, and Virginia) report that successful test scores are required for high school completion; a tenth state (Alabama) will begin to administer such an examination to 11th grade students in the fall of 1983. Florida notes that implementation of a portion of its testing required for graduation has been delayed by a court ruling. And in Louisiana, although the survey response does not indicate a graduation requirement related to testing, it was noted that successful mastery of the state's basic skills test is one of several criteria for promotion from grade to grade.

In addition to the states described in Table V-7, three states report particular approaches to testing:

In Illinois each year a sampling of 4th, 8th, and 11th grade students are tested with the Illinois Inventory of Educational Progress. The testing program is not mandatory, however.

Mississippi conducts a statewide assessment of grades 4, 5, 6 and 8; again, the program is not mandatory.

Beginning with the 1985-86 school year Wisconsin will have a voluntary competency testing program in reading, mathematics, and language arts, to be administered in three grades.

TABLE V-7: STATE MANDATED TESTING

	Grade Levels	Every Pupil?	High School Graduation Requirement?	Type of Test
Alabama	1, 2, 4, 5,	Yes	a	Norm referenced standardized tests.
	7, 8, 10 and			
	11			
	3, 6, 9	Yes		State-developed basic competency test.
Alaska[1]	4, 8			
Arizona		Yes [b]		California Achievement Test.
Arkansas	3, 6, 8	Yes		Criterion referenced minimum performance test, based on state established objectives.
	Not fewer than 3 grades	Sample		Standardized norm referenced test, chosen by the SEA, with subject areas, grades and percentage of students to be tested determined by the SEA.
California	3, 6, 12	Yes		Standard statewide achievement test.
		Yes	Yes	Locally developed proficiency test.
Connecticut	Three grades plus 9th grade	Yes		
Delaware	1 - 8, 11	Yes [c]		Nationally normed standardized achievement test.
Florida	3, 5, 8			Basic skills tests in reading, writing and arithmetic
	10		Yes	Basic skills tests in reading, writing and arithmetic, plus basic skills application test. [d]
Georgia	4, 8, 10			

[1] Testing, for research purposes, conducted biannually.

[a] Test under development; will be first administered to 11th grade students in the fall of 1983.

[b] Except certain handicapped students and those who are not English-speaking.

[c] Except the severely handicapped.

[d] Use of skills application test as graduation requirement delayed due to court ruling.

[e] Fourth grade to be added in 1984 and additional grade each year until grades 2-12 all tested.

[f] Local district determination.

[g] State education agency approves testing instruments used at the secondary level.

[h] Beginning in spring of 1983.

[i] One of three tests is required.

[j] All except special education students.

TABLE V-7: STATE MANDATED TESTING

	Grade Levels	Every Pupil?	High School Graduation Requirement?	Type of Test
Hawaii	9-12		Yes	
	3			Competency test.
	9			Differential aptitude test.
	2, 4, 6, 8, 10			Standardized achievement test.
Kentucky	3, 5, 7, 10	Yes		Basic skills tests.
Louisiana	7, 10	Yes		State assessment test.
	2, 3	Yes		Basic skills test.[e]
Massachusetts	Three grades; lower and later elemen., & secondary.[f]	Yes		Basic skills achievement test.[g]
Michigan	4, 7, 10	Yes		Reading, mathematics and communication skills tests.
Missouri	8			Basic Education Skills Test.
Nevada	3, 6, 9, 11		Yes	Basic skills proficiency test.
New York	3, 6			Reading and mathematics tests.
	5			Writing test.[h]
			Yes[i]	Regents competency test in mathematics, reading and writing; or Any mathematics or English Regents test; or "acceptable score" on Scholastic Aptitude Test or American College Test.

[1] Testing, for research purposes, conducted biannually.
[a] Test under development; will be first administered to 11th grade students in the fall of 1983.
[b] Except certain handicapped students and those who are not English-speaking.
[c] Except the severely handicapped.
[d] Use of skills application test as graduation requirement delayed due to court ruling.
[e] Fourth grade to be added in 1984 and additional grade each year until grades 2-12 all tested.
[f] Local district determination.
[g] State education agency approves testing instruments used at the secondary level.
[h] Beginning in spring of 1983.
[i] One of three tests is required.
[j] All except special education students.

TABLE V-7: STATE MANDATED TESTING

	Grade Levels	Every Pupil?	High School Graduation Requirement?	Type of Test
North Carolina	1, 2, 3, 6, 9			Norm referenced achievement test.
	11		Yes	Competency test.
Ohio	[f]	[f]		Standardized tests.
Rhode Island	4, 6, 8	Sample		Iowa Test of Basic Skills.
	10			State-developed test.
South Carolina	4, 7, 10	Yes		Norm referenced basic skills test.
		Yes		Criterion referenced basic skills assessment test.
	1			Readiness skills test.
	1, 2, 3, 6, 8, 11			State-developed achievement tests on state objectives.
Tennessee	8			Diagnostic test.
	4, 5 or 6[f]			[f]
	9		Yes	Proficiency test; repeated in grades 10, 11, 12, if necessary.
Texas	3, 5, 9	Yes[k]		Criterion referenced test of minimal basic skills.
Utah	5, 11	Sample		Battery, including achievement, career education, art and music tests.
Virginia	4, 8, 11	Yes		SRA tests.
	10		Yes	Minimum competency test.

[l] Testing, for research purposes, conducted biannually.
[a] Test under development; will be first administered to 11th grade students in the fall of 1983.
[b] Except certain handicapped students and those who are not English-speaking.
[c] Except the severely handicapped.
[d] Use of skills application test as graduation requirement delayed due to court ruling.
[e] Fourth grade to be added in 1984 and additional grade each year until grades 2-12 all tested.
[f] Local district determination.
[g] State education agency approves testing instruments used at the secondary level.
[h] Beginning in spring of 1983.
[i] One of three tests is required.
[j] All except special education students.

TABLE V-7: STATE MANDATED TESTING

	Grade Levels	Every Pupil?	High School Graduation Requirement?	Type of Test
Washington	4	Yes		Achievement tests in reading, mathematics and language arts.
	8, 11	Sample		Achievement tests in reading, mathematics and language arts.
West Virginia	3, 6, 9, 11	Yes[j]		Competency-based tests.
Puerto Rico	All grades	Yes		

[l] Testing, for research purposes, conducted biannually.
[a] Test under development; will be first administered to 11th grade students in the fall of 1983.
[b] Except certain handicapped students and those who are not English-speaking.
[c] Except the severely handicapped.
[d] Use of skills application test as graduation requirement delayed due to court ruling.
[e] Fourth grade to be added in 1984 and additional grade each year until grades 2-12 all tested.
[f] Local district determination.
[g] State education agency approves testing instruments used at the secondary level.
[h] Beginning in spring of 1983.
[i] One of three tests is required.
[j] All except special education students.

- Jurisdiction Over Nonpublic Schools

The past several years have seen increased attention to the role of nonpublic schools in American education. States were surveyed to determine what authority, if any, the state education agency has over programs and administration of these institutions. The survey suggested five possible areas of jurisdiction:

- graduation requirements
- teacher certification
- curriculum/textbooks
- health and safety
- athletic program

An open-ended item enabled responding states to identify any other areas of jurisdiction. Table V-8 reports the data.

Only two states (North Dakota, West Virginia) report involvement in all five suggested areas of jurisdiction. In fact, in 21 states the state education agency has no jurisdiction over nonpublic schools. Two additional states (Illinois and New Mexico) also report no state jurisdiction, unless a school seeks recognition or accreditation.

The most frequently reported jurisdictional area is that of teacher certification (21 states and Puerto Rico), but this is often qualified, occurring only at teacher or school request, or when a particular school seeks state accreditation.

- Teacher Certification

One of the research areas addressed by this study which was not a part of the 1973 publication, State Departments of Education, State Boards of Education, and Chief State School Officers, is that of teacher certification.

At the request of the Executive Committee of the Council of Chief State School Officers' Study Commission, a series of survey questions sought information on whether the state sets standards for teacher preparation, requires teacher testing for certification, and has certification reciprocity with other states. A fourth question, on whether an internship is required for certification, was not worded clearly enough to distinguish an internship from student teaching. Those responses were of little value and are not reported here.

States exercise authority over the certification of teachers by either reviewing the credentials of individual candidates to see that specific certification regulations are met, or by approving collegiate programs of prepaaration. Most states do both, with a majority of teachers certified through the completion of an approved program.

States have either developed individual state standards for program approval or used regional or national standards. For example, The National Association of State Directors of Teacher Education and Certification (NASDTEC) Standards are used in whole or in part in 26 states.

TABLE V-8: JURISDICTION OVER NONPUBLIC SCHOOLS

State	Graduation Requirements	Teacher Certification	Curriculum/ Textbooks	Health and Safety	Athletic Program	None
Alabama						X
Alaska	X	X a		X		
Arizona						X
Arkansas[1]						
California						X
Colorado						X
Connecticut						X
Delaware						X
Florida						X
Georgia						X
Hawaii			X			
Idaho		X a				
Illinois						X b
Indiana	X a	X c				
Iowa		X	X			
Kansas		X a				
Kentucky						X
Louisiana	X d	X d	X d	X d		
Maine		X	X e	X	X	
Maryland						X
Massachusetts						X

[1] If school wishes accreditation, all standards must be met.
[a] Only if school wishes accreditation/certification/incorporation.
[b] Voluntary registration and recognition.
[c] Only if teacher requests certification.
[d] Only for approved schools eligible for state assistance for secular services.
[e] Curriculum only.
[f] High schools only.

TABLE V-8: JURISDICTION OVER NONPUBLIC SCHOOLS
(continued)

State	Graduation Requirements	Teacher Certification	Curriculum/ Textbooks	Health and Safety	Athletic Program	None
Michigan		X [a]				
Minnesota						X
Mississippi						X
Missouri						X
Montana		X [a]				
Nebraska		X		X		
Nevada	X					
New Hampshire				X		
New Jersey		X [a]	X [e]	X [f]		
New Mexico						X[a]
New York				X		
North Carolina						X
North Dakota	X	X[a]	X	X	X	
Ohio	X	X	X	X		
Oklahoma						X
Oregon						X
Pennsylvania	X		X	X	X	
Rhode Island						X
South Carolina		X[a]				
South Dakota	X	X[a]		X		

[1] If school wishes accreditation, all standards must be met.
[a] Only if school wishes accreditation/certification/incorporation.
[b] Voluntary registration and recognition.
[c] Only if teacher requests certification.
[d] Only for approved schools eligible for state assistance for secular services.
[e] Curriculum only.
[f] High schools only.

TABLE V-8: JURISDICTION OVER NONPUBLIC SCHOOLS
(continued)

State	Graduation Requirements	Teacher Certification	Curriculum/ Textbooks	Health and Safety	Athletic Program	None
Tennessee		X a				
Texas	X a	X a				
Utah						X
Vermont	X	X	X	X		
Virginia						X
Washington		X a				
West Virginia	X	X	X	X	X	
Wisconsin		X c				
Wyoming						X
District of Columbia		No information available.				
American Samoa		No information available.				
Guam		No information available.				
Puerto Rico	X	X	X	X		
Trust Territories of the South Pacific		No information available.				
Virgin Islands		No information available.				
TOTALS	12	22	11	14	4	23

[1] If school wishes accreditation, all standards must be met.
[a] Only if school wishes accreditation/certification/incorporation.
[b] Voluntary registration and recognition.
[c] Only if teacher requests certification.
[d] Only for approved schools eligible for state assistance for secular services.
[e] Curriculum only.
[f] High schools only.

Table V-9 describes policies in states with authority over teacher licensing whether such authority is in the form of teacher certification regulations or state teacher education program standards or both.

All states but two indicate that the state does set standards for teacher preparation. Mississippi and North Dakota do not. In Minnesota, it is the responsibility of the State Board of Teaching rather than the State Board of Education or the state education agency. California and Oregon also have separate state level commissions for teacher standards.

The area of teacher testing is one which is generating high interest and activity in the summer of 1982. One state, Missouri, requires that college students wishing to enter teacher training pass basic skills examinations prior to program admission. Other respondents describe testing mandated for certification, rather than for preparatory programs. Four states indicate use of the National Teacher Examination, sometimes in combination with other tests. Georgia requires subject area tests; Rhode Island tests vocational education teachers only. Oklahoma has a newly developed extensive program of testing beginning teachers in curriculum areas. In Arizona teachers are tested in both basic skills and professional knowledge areas such as classroom management and learning theories.

In many states consideration is being given to a teacher-testing requirement. The information in Table V-9 which identifies states where such testing is under consideration includes not only responses to this survey, but also data provided to the Council of Chief State School Officers as part of an extensive study of state activity in the area of teacher preparation. 1/

Three states, California, Colorado and New Mexico, will implement a new testing requirement in 1983; Texas begins a teacher-testing program in 1984. The Kentucky State Board has mandated tests, but the program is not yet operatonal.

Only 30 states indicate certification reciprocity with other states.

Information on teacher certification is fully reported in Table V-9.

- Certification Revocation

In a majority of states (42), the state education agency is involved in teacher discipline or certificate withdrawal, usually with a formalized hearing procedure. In two more, the state, but not the state education agency, has such responsibilities: in Minnesota the State Board of Teaching has authority to revoke licenses; the South Carolina State Board of Education fulfills that responsibility.

- Contractual Disputes

The final item in this area suggested by the Study Commission is that of the role, if any, of the state education agency in the resolution of contractual disputes between local school boards and teachers. The survey provided two

TABLE V-9: TEACHER CERTIFICATION

State	State Sets Standards For Teacher Preparation	Teacher Testing Required for Certification	Certification Reciprocity With Other States
Alabama	X	X	X
Alaska	X		
Arizona	X	X	X
Arkansas	X	X[a]	
California	X	X[b]	X
Colorado	X	X[c]	
Connecticut	X	X[d]	X
Delaware	X	X[h]	X
Florida	X	X	X
Georgia	X	X	
Hawaii	X		X
Idaho	X		X
Illinois	X		
Indiana	X	d *	X
Iowa	X		
Kansas	X	d *	
Kentucky	X	X[e]	X
Louisiana	X	X[a]	
Maine	X		X
Maryland	X	d *	X
Massachusetts	X		X

[a] National Teachers Examination. [b] Required after 2/83. [c] Basic skills mastery after 1/1/83. [d] Testing requirement under consideration. [e] Mandated by State Board; not yet operational. [f] Responsibility of State Board of Teaching. [g] Basic skills test for admission to teacher training. [h] Effective 7/1/83. [i] Vocational education only. [j] Testing program will begin 5/84.

*Source for this data is the Report of the Council of Chief State School Officers' Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation.

TABLE V-9: TEACHER CERTIFICATION
(continued)

State	State Sets Standards For Teacher Preparation	Teacher Testing Required for Certification	Certification Reciprocity With Other States
Michigan	X		X
Minnesota	X[f]		X
Mississippi		X[a]	
Missouri	X	X[g]	
Montana	X		X
Nebraska	X		X
Nevada	X	X[d]	
New Hampshire	X		X
New Jersey	X		X
New Mexico	X	X[h]	
New York	X	d *	X
North Carolina	X	X[a]	X
North Dakota	X		
Ohio	X		X
Oklahoma	X	X	X
Oregon	X	d *	
Pennsylvania	X	d *	X
Rhode Island	X	X[i]	X
South Carolina	X	X	
South Dakota	X		X

[a] National Teachers Examination. [b] Required after 2/83. [c] Basic skills mastery after 1/1/83. [d] Testing requirement under consideration. [e] Mandated by State Board; not yet operational. [f] Responsibility of State Board of Teaching. [g] Basic skills test for admission to teacher training. [h] Effective 7/1/83. [i] Vocational education only. [j] Testing program will begin 5/84.

*Source for this data is the Report of the Council of Chief State School Officers' Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation.

TABLE V-9: TEACHER CERTIFICATION
(continued)

State	State Sets Standards For Teacher Preparation	Teacher Testing Required for Certification	Certification Reciprocity With Other States
Tennessee	X	X	
Texas	X	X[j]	
Utah	X		X
Vermont	X		X
Virginia	X	X	X
Washington	X		
West Virginia	X	X[d]	X
Wisconsin	X *		
Wyoming	X *		
District of Columbia		No information available.	
American Samoa		No information available.	
Guam		No information available.	
Puerto Rico	X		
Trust Territories of the South Pacific		No information available.	
Virgin Islands		No information available.	
TOTALS	49	23	30

[a] National Teachers Examination. [b] Required after 2/83. [c] Basic skills mastery after 1/1/83. [d] Testing requirement under consideration. [e] Mandated by State Board; not yet operational. [f] Responsibility of State Board of Teaching. [g] Basic skills test for admission to teacher training. [h] Effective 7/1/83. [i] Vocational education only. [j] Testing program will begin 5/84.

*Source for this data is the Report of the Council of Chief State School Officers' Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation.

possible responses: (1) an indication that the state has no such role; (2) an open-ended sentence: "The role of the state education agency is: ."

Most states indicated that the state education agency has no such role. However, 15 states specified the nature of the role, as listed below.

Alabama - to provide assistance if requested.

Alaska - no role; but SEA provided an observer in one instance.

Georgia - to hear disputes upon appeal from local boards.

Hawaii - SEA is directly involved, since it is the local board.

Illinois - mediation, on request.

Iowa - advisory except when a local board decision is appealed to the state board for formal hearings.

Kentucky - the State Superintendent shall decide all controversies and disputes involving the proper administration of the public schools.

Maryland - the State Superintendent formally declares an impasse when both parties have agreed it exists.

Nebraska - to appoint a fact finder when there is an impasse.

New Hampshire - to hear appeals brought by teachers when it appears rights have been violated.

New Jersey - to serve as adjudicator of any disputes brought to Commissioner for his decision. An appeal of his decision may go to state board.

Ohio - by state board resolution, a formal procedure exists to monitor, mediate, and ensure compliance with state statutes, and standards.

Rhode Island - to monitor the status of negotiations, provide assistance to districts on request and mediation if necessary.

Texas - to hear individual appeals to the Commissioner from local districts.

Utah	to provide leadership and consultation; provide mediation upon appeal; investigation if a serious problem requires it.

In Indiana, the state education agency has no role in contractual disputes in local districts; these matters are handled by a special board---the Indiana Education Employment Relations Board.

Summary

This chapter has described a number of selected organizational, fiscal, programmatic, and administrative aspects of educational governance, focused on the role of the state and its interaction with local school districts.

CHAPTER VI

SUMMARY

This publication was prepared to fulfill the expressed need of many individuals and organizations for current, verified data describing the overall structure of education in the states, territories, and the District of Columbia. Many of the survey items which were used to expand this material beyond that gathered in the original 1972 document were added at the suggestion of persons in the U.S. Department of Education, on the CCSSO Study Commission, and in educational associations and organizations---all of whom recognized the need to bring together in one volume data of this type.

Selected information on the historical development of state systems of education to positions of leadership was provided in the first four chapters, as well as tables and text describing the current status of state boards of education, chief state school officers, state education agencies, and state coordination for higher education. The fifth chapter presents general information on each state's statewide organizational pattern and finances for public education.

State departments of education have gradually moved through traditional statistical, regulatory, and supervisory periods into new roles of leadership. Such leadership has been considerably strengthened in recent years with the willingness and ability of state level education policymakers and administrators to respond to challenges both within the educational communities, and those from the larger society.

The demands upon states and expections for quality education have never been greater than at present. Contemporary state boards of education, chief state school officers and departments of education have accepted leadership as a major goal. There continue to be wide variations in both the quantity and quality of leadership provided by departments of education across the states, but state educational leaders and department staff are solving many of the most pressing educational and social problems with which they are faced.

Rapidly changing conditions in American education and in the nation have required flexibility in the governance of education. Among forces and factors contributing to these changing conditions are (1) greater expectations for education and a decreasing emphasis on establishment and enforcement of standards and regultions; (2) growing recognition that changes and decision making in education should be based on research; and (3) strong demands by increasing numbers of citizens for educators to make a commitment to accountability---establishing goals, selecting alternative approaches for reaching the goals, carrying out specific actions and programs, and carefully measuring the results; and (4) ensuring that state departments of education are headed by competent administrators and staffed by highly qualified personnel. In the 1980s, a reduction in federal funds for education and increased emphasis on state responsibility in areas of previous federal leadership are bringing new challenges to states.

A variety of workable approaches to the governance of state systems of education have been devised in different states.

In fact, probably the most striking feature of the data gathered here is the tremendous diversity across the states---diversity in size, structure, resources, responsibilities, interrelationships. The nation's educational governance systems at the state level are complex and unique. In many ways, the information arrayed in these tables and described in this text raises as many questions as it answers.

Gathering the type of data shared here taxes the resources of both survey respondents and the researchers who report it. Both must sometimes use judgment to interpret a question or analyze a response. More than 160 separate "bits" of data were requested of states in the survey sent to them (see Appendix E). In some cases it was necessary for state education agency staff to do specialized analyses to secure the data, since some information is collected in states in formats which differ from the format of the survey questions.

Data such as those presented throughout this publication are by their very nature subject to continual change. A family moves across the country; an elementary school is closed as enrollment declines; a new law is passed; an agency is reorganized---these things happen each week. As a result, the many-faceted picture of American educational systems which these data present is a moving, shifting one. For example, within weeks of the submission of the survey which formed the basis of this status report, an executive budget order in a midwestern state reduced that state agency's administrative budget and resulted in an increase of 10 percent in the state's reliance upon federal monies to support the daily work of the department of education. Countless other changes are underway right now.

Nevertheless, what is captured here is a snapshot of selected governance, programmatic, fiscal and staffing aspects of state education systems---a snapshot taken in the summer of 1982. It should be a valuable resource and reference for educators, analysts, and policy makers.

FOOTNOTES

- Chapter I.

1/Council of Chief State School Officers, The State Department of Education. A Policy Statement of Guiding Principles for Its Legal Status, Its Functions and the Organization of Its Service Areas. Washington, D.C.: The Council, 1963, p. 5.

2/Robert F. Will, State Education: Structure and Organization. Washington, D.C.: U.S. Government Printing Office, U.S. Department of Health, Education, and Welfare, Office of Education, OE-23038, Misc. No. 46, 1964, pp. 12-13. See also Lerue W. Winget, Edgar Fuller, and Terrel H. Bell, "State Departments of Education Within State Governments," in Edgar Fuller and Jim B. Pearson, eds., Education in the States: Nationwide Development Since 1900. Washington, D.C.: Council of Chief State School Officers, 1969, p. 75.

3/Dean M. Schweickhard, The Role and Policymaking Activities of State Boards of Education. Report on a Special Study Project. Denver, Colorado: National Association of State Boards of Education, 1967, p. 32.

4/Winget, Fuller, and Bell, "State Departments of Education Within State Governments," in Fuller and Pearson, Education in the States: Nationwide Development Since 1900, p. 75.

5/Ibid.

6/Gerald E. Sroufe, "State School Board Members and the State Education Policy System". Planning and Changing, 2:16-17, April, 1971.

7/See Winget, Fuller, and Bell, "State Departments of Education Within State Governments," pp. 73-77, for additional discussion of state legislature/ state board relationships.

8/Will, p. 18.

9/Ibid., p. 17

10/Winget, Fuller and Bell, p. 78.

- Chapter II.

1/Kenneth H. Hansen and Edgar L. Morphet, "State Organization for Education: Some Emerging Alternatives," in Edgar L. Morphet and David L. Jesser, eds., Emerging State Responsibilities for Education. Improving State Leadership in Education. Denver, Colorado: 1970, pp. 49-50.

2/During the first two decades of the 20th century, two additional methods of selection---appointment by the state legislature and appointment by ex officio designation---were used in a few states but ceased after 1919 due to inherent weaknesses. For discussion of difficulties in justifying these two methods, see Winget, Fuller and Bell, pp. 93-94.

3/Hansen and Morphet, p. 52.

4/Ibid., p. 50.

5/Will, pp. 25-26.

6/Hansen and Morphet, p. 51.

7/Winget, Fuller, and Bell, p. 93.

8/Will, p. 26.

9/Harris, Sam P., State Departments of Education, State Boards of Education, and Chief State School Officers. U.S. Department of Health, Education and Welfare. Washington, D.C.: U.S. Government Printing Office. Publication No. (OE) 73-07400, 1973.

10/Murphy, Jerome T., ed., State Leadership in Education. On Being a Chief State School Officer. Washington, D.C.: The George Washington University, 1980.

11/Interview with Dolores Colburg (Montana Superintendent of Public Instruction, 1969-1976), in Murphy, pp. 102-103.

12/Interview with John C. Pittenger (Pennsylvania Secretary of Education, 1972-1977), in Murphy, p. 131.

13/Specific, detailed references to the official relationship of the chief state school officer to the state board are usually not contained in the laws of most states. For further discussion of the state board/chief state school officer relationship, see Council of Chief State School Officers, The State Department of Education. Washington, D.C.: The Council, 1963, pp. 5-9.

- Chapter III.

1/Fred F. Beach and Andrew H. Gibbs, The Personnel of State Departments of Education. Washington, D.C.: U.S. Government Printing Office. Federal Security Agency, Office of Education, Misc. No. 16, 1952.

2/Murphy, p. 5.

3/Clifford L. Dochterman and Barron B. Beshoar, Directions to Better Education: Suggestions for Improving Education in a Changing Society. Denver, Colorado: Improving State Leadership in Education, 1970, p. 29.

4/Murphy, p. 2.

5/For a review of Title V and other programs under which federal funds assist state educational agencies, see State Departments of Education and Federal Programs. Annual Report Fiscal Year 1970. U.S. Department of Health, Education, and Welfare, Office of Education. Washington, D.C.: U.S. Government Printing Office. DHEW Publicaton No. (OE) 72-68, 1972. See also The Federal-State Partnership for Education. The Fifth Annual Report ofthe Advisory Council on Sate Departments of Education. U.S. Department of Health, Education, and Welfare, Office of Education. Washington, D.C.: U.S. Government Printing Office. OE-23050, 1970. See also Kenneth E. Smith, "The Impact of Title V on State Departments of Education", in Roald F. Campbell, Gerald E. Sroufe, and Donald H. Layton, eds., Strengthening State Departments of Education. Chicago, Illinois: Midwest Administration Center, The University of Chicago, 1967, pp. 61-75; Jay D. Scribner, "Impacts of Federal Programs on State Departments of Education", in Fuller and Pearson.

6/Beach and Gibbs, p. 6

7/Francis S. Chase and Edgar L. Morphet, The Forty-Eight State School Systems. A Study of the Organization, Administration and Financing of Public Elementary and Secondary Education. Chicago, Illinois: Council of State Governments, 1949, p. 45.

8/C.O. Fitzwater, State School System Development: Patterns and Trends. Denver, Colorado: Education Commission of the States, 1968, p. 49.

9/Ibid.

10/Smith, pp. 63-64.

11/Harris, pp. 42-43.

12/Kenneth H. Hansen and Arthur P. Ludka, "Persistent Problems and New Dilemmas", in Morphet and Jesser, p. 26.

13/Campbell and Sroufe, pp. 90-91.

14/Winget, Fuller and Bell, pp. 122-123.

15/Donald H. Layton, "Historical Development and Current Status of State Departments of Education", in Campbell, Sroufe, and Layton, p. 16.

16/Hansen and Ludka, p. 29.

17/Ibid., p. 27.

18/Murphy, p. 130.

19/Hansen and Ludka, p. 28.

20/Winget, Fuller and Bell, p. 113.

21/Hansen and Ludka, p. 28.

22/Murphy, p. 102.

Chapter IV

[1]See Robert O. Berdahl, Statewide Coordination of Higher Education. Washington, D.C.: American Council on Education, 1971; M.M. Chambers, Higher Education in the Fifty States. Danville, Illinois: The Interstate Printers and Publishers, Inc., 1970; Warren G. Hill and Louis Rabineau, "Higher Education Relationships", in Fuller and Person, pp. 683-726. Robert L. Williams, Legal Basis of Boards of Higher Education in Fifty States. Chicago, Illinois: Council of State Government, 1971; Education Commission of the States, Higher Education in the States, published monthly and available through the Director of Higher Education Services, Education Commission of the States, Suite 300, Lincoln Tower Building, 1860 Lincoln Street, Denver, Colorado 80203.

[2]Hill and Rabinea, p. 713.

[3]*Ibid*., pp. 713, 716.

[4]Contained in Aims C. McGuinness, Jr., "Questions to be Answered to Provide Background Informatin for the Conference Committee on the Higher Education Amendments of 1972". Portland, Maine: Office of the Executive Assistant to the Chancellor, University of Maine, April 1, 1972 (Xerox).

Chapter V.

[1]Report of the Council of Chief State School Officers Ad Hoc Committee on Teacher Certification, Preparation, and Accreditation. Chair, Robert G. Scanlon. Washington, D.C.: Council of Chief State School Officers, 1982.

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APPENDIX A

NARRATIVE DESCRIPTIONS BY STATE

The following narrative materials give a state-by-state description of key data on the state board of education, chief state school officer, and state education agency.

Each narrative was reviewed by staff of the appropriate state agency for accuracy and acceptability.

ALABAMA

The State Department of Education is under the direction of the State Superintendent of Education with the advice and counsel of the State Board of Education. The Department of Education is charged with assisting in executing the policies and procedures authorized by law and by regulations of the State Board of Education.

The State Board of Education is composed of eight members elected, one each, by the qualified electors of the state's former eight congressional districts for overlapping four-year terms; the Governor is an ex officio member. The Governor is president of the Board of Education, and the board elects a vice president from its members annually; the State Superintendent of Education is secretary and executive officer of the board. Through the State Superintendent of Education and his professional assistants, the board exercises general control and supervision over the public schools of the state, and public junior and technical colleges. Other institutions are under separate boards of trustees.

The State Superintendent of Education is the chief state school officer. By a constitutional amendment ratified December 16, 1969, the State Superintendent of Education is no longer elected by popular vote but is appointed by the State Board of Education and serves at its pleasure.

ALASKA

The Department of Education comprises the Commissioner of Education, the State Board of Education, and the staff necessary to carry out the functions of the department. The department (1) administers the state's program of education at the elementary and secondary levels, including programs of vocational education, vocational rehabilitation, library services, and correspondence courses; and (2) plans, finances, and operates related school and educational facilities and activities.

At the head of the Department of Education is the State Board of Education consisting of seven members appointed by and serving at the pleasure of the Governor, subject to confirmation by a majority of the members of the Legislature in joint session. No more than four of the seven members may be of the same political party as the Governor. In appointing board members, the Governor considers recommendations made by recognized educational associations in the state. One member is appointed from each of the four judicial districts and three from the state at large, with at least one member representing rural areas in which there are state-operated schools. Members are appointed for overlapping terms of five years commencing February 1 of the year of appointment. Legislative action in 1967 changed the functions and responsibilities of the State Board of Education from advisory to administrative.

The principal executive officer of the Department of Education is the Commissioner of Education, who is appointed by the State Board of Education subject to the approval of the Governor, without regard to political affiliation. The Commissioner must have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position. His term of office may not exceed five years. He employs and removes personnel in the exempt or partially exempt service subject to the approval of the board; personnel in the exempt or partially exempt service have a right of appeal to the board from a removal order. The Commissioner has responsibility and authority for the preparation and execution of a budget and for other fiscal affairs of the department, subject to the approval of the board.

The governing board for all postsecondary public institutions in Alaska is the Board of Regents, consisting of eight members, for a term of eight years. The Governor appoints the regents subject to confirmation by a majority of all members of the Legislature in joint session. The Board of Regents (1) appoints the president of the University of Alaska by a majority vote of the whole board, with the president serving as its executive officer and attending all meetings of the board; (2) fixes the compensation of the president of the university, all heads of departments, professors, teachers, instructors, and other officers; (3) confers such appropriate degrees as it may determine and prescribe; (4) has the care, control, and management of all the real and personal property and all money of the university; (5) keeps the minutes of every meeting and all acts done by it in pursuance of its duties; and (6) causes a complete record of all money received and disbursed to be kept.

ARIZONA

The Department of Education is administered through (1) the State Board of Education, which is the governing and policy-determining body of the department, and (2) the State Superintendent of Public Instruction, in whom all executive, administrative, and ministerial functions of the department are vested and who is the executive officer of the State Board of Education. In addition to any divisions established by law, the State Board of Education may establish such divisions as in the judgment of the board are necessary for the proper transaction of the business of the department.

The State Board of Education is composed of the following members: The Superintendent of Public Instruction, the president of a state university or a state college, three lay members, a member of the state junior college board, a superintendent of a high school district, a classroom teacher, and a county school superintendent. Members, other than the Superintendent of Public Instruction, are appointed by the Governor with the advice and consent of the Senate for overlapping terms of four years. The board exercises general supervision over the public school system. The board is also designated the State Board for Vocational Education.

The Superintendent of Public Instruction is a constitutional officer in the executive branch of the state government. Elected on a partisan ballot for a four-year term, the Superintendent executes, under the direction of the State Board of Education, the policies which have been decided upon by the board. The Superintendent is a member and the chief executive officer of the State Board of Education.

The Arizona Board of Regents consists of eight appointive members, with the Governor and the State Superintendent of Public Instruction as voting ex officio members. Other members are appointed by the Governor with the advice and consent of the Senate. The term of each appointive member is eight years; the terms of two members expire every odd-numbered year.

The statutory Board of Regents has jurisdiction and control over the universities of Arizona.*/ General admistrative powers of the board include, but are not limited to, areas such as:

1) Enacting ordinances for the government of the institutions under its jurisdiction;

2) Appointing and employing a president or presidents, vice presidents, deans, professors, instructors, lecturers, follows, and other such officers and employees it deems necessary;

3) Determining salaries of persons appointed and employed;

4) Establishing a retirement system for any institution under its jurisdiction;

5) Removing any officer or employee when in its judgement the interests of education in the state require it;

6) Fixing tuitions and fees to be charged;

7) Establishing curriculums and designating courses which in its judgment will best serve the interests of the state at the several institutions;

8) Awarding such degrees and diplomas upon the completion of such courses and curriculum requirements as it deems appropriate.

The State Board of Directors for Junior Colleges consists of 14 members, one from each county, appointed by the Governor with the advice and consent of the Senate, a representative of the Board of Regents, the Superintendent of Public Instruction, and the Director of the Division of Vocatonal Education. Appointive members serve overlapping terms of seven years, with the terms of two members expiring each year. The general administrative powers of the State Board of Directors for Junior Colleges include:

1) Enacting ordinances for the government of the institutions under its jurisdiction;

2) Setting standards for the establishment, development, administration, operations, and accreditation of junior colleges;

3) Permitting and arranging for certification of experienced and qualified community leaders in business, the professions, and the arts for the purpose of teaching classes at a junior college in the fields of their specific competence;

4) Establishing qualifications of the instructional staff and establishing standards of vocational competence required to instruct in occupational as well as academic subjects;

5) Fixing tuitions and fees to be charged and adjusting the tuitions and fees between institutions and among residents, nonresidents, and students from foreign countries;

6) Establishing curriculums and designating courses at the several institutions which in its judgement will best serve the interests of the state; and

7) Fixing and collecting fees for issuance and renewal of certifications.

ARKANSAS

The Department of Education consists of the State Board of Education, a Director of General Education, a Director of Vocational and Technical Education, and such divisions as presently exist within the Department or which may be created by law or the State Board of Education. (In 1981, the Arkansas Department of Education was divided by statute into two major divisions, the General Education Division and the Vocational and Technical Division, each under the supervision and direction of a separate director.)

The State Board of Education is composed of nine members, one from each of the six congressional districts into which the state was divided in 1941 and three from the state at large. State Board of Education members are appointed by the Governor, subject to the confirmation of the Senate, for nine years, overlapping terms (one regular position is open each year).

The State Board of Education has general supervision of the public schools of the state. In carrying out this function, it is directed by statute to select personnel for the Department of Education, upon nomination by the Director of Education, and to fix personnel salaries in accordance with their training and the work assigned. The board is authorized by statute to organize (reorganize) the State Department of Education into such divisions, branches, or sections as may be deemed necessary and desirable by the Director of Education. The State Board of Education is also responsible for the general supervision of vocational education in the state including post-secondary technical schools.

The Director of General Education and the Director of Vocational and Technical Education are each appointed by the State Board of Education subject to confirmation by the Governor, and each serves at the pleasure of the Governor. Each Director acts as an agent of the State Board of Education and as an ex officio board secretary without vote.

The Department of Higher Education was created by the 1971 Legislature as one of the 13 cabinet-level positions of state government. The Director is appointed by the State Board of Higher Education, subject to confirmation by the Governor, and serves at the pleasure of the Governor.

The Department of Higher Education consists of the State Board of Higher Education and such other divisions as may be created by law and placed under the department. The Director, with the advice and consent of the Governor, appoints the heads of the respective divisions. All the personnel of the Department of Higher Education serve at the pleasure of the Director.

In 1971 the Commission on Coordination of Higher Educational Finance was restyled the State Board for Higher Education. The State Board for Higher Education consists of ten members appointed by the Governor for terms of ten years.

In addition to the overall responsibility for coordinating higher education in Arkansas, the department's duties include areas of program approval, recommendation of the maximum and minimum student fees, and approval of the purchase or lease of data processing equipment.

CALIFORNIA

The California State Department of Education is the agency through which the public school system--except the state university, the junior colleges, and the state colleges--is regulated and controlled at the state level as required by law. The department is administered through (1) the State Board of Education which is the governing and policy-determining body of the department, and (2) the State Director of Education (who is also the Superintendent of Public Instruction) in whom all executive and administrative functions of the department are vested and who is secretary and acts as executive officer of the State Board of Education.

The ten members of the State Board of Education are appointed by the Governor, with the advice and consent of the Senate, to serve four-year terms. The board determines all questions of policy within its powers; it adopts rules and regulations not inconsistent with the laws of the state (1) for its own government, (2) for the government of its appointees and employees, (3) for the government of the day and evening elementary schools, the day and evening secondary schools, and the technical and vocational schools of the state, and (4) for the government of such other schools, except the University of California and the California state colleges, as may receive in whole or in part financial support from the state.

The department is administered by the Superintendent of Public Instruction, elected by the people on a nonpartisan ballot for a four-year term. The Superintendent executes, under direction of the State Board, the policies which have been decided upon by the board, and directs, under general rules and regulations adopted by the board, the work of all appointees and employees of the board. A vacancy in the office of Superintendent of Public Instruction is filled by appointment by the Governor.

The Coordinating Council for Higher Education is the statutory advisory body composed of one representative each of the University of California, the California State University and Colleges, the public junior colleges, the private colleges and universities in the state, one nonvoting ex officio member of the State Board of Education, and six representatives of the general public. The university is represented by a person appointed by the regents. The California State University and Colleges are represented by a person appointed by the trustees. The public junior colleges are represented by a person appointed by the Board of Governors of the California Community Colleges. The private colleges and universities are represented by a person appointed by the Governor after consideration of a list or lists of not less than three persons submitted to him by an association or associations of such institutions and subject to confirmation by the Senate. The State Board of Education is represented by a board member appointed by the president of the board. The general public is represented by six members appointed by the Governor subject to confirmation by the Senate.

Serving one-year terms are the representatives appointed by (1) the regents, (2) the trustees, (3) the Board of Governors of the California Community Colleges, and (4) the president of the State Board of Education. The term of office of all other appointed members of the council is four years, and they hold office until the appointment of their successors. The chief executive officer is the director who serves at the pleasure of the council.

CALIFORNIA
(continued)

As the coordinating state agency in California, the council is advisory to the governing boards of the institutions of public higher education and to appropriate state officials and has among its functions: (1) review of annual budget and capital outlay requests of the university and California State University and colleges; (2) advice as to the application of the provisions of this division delineating the different functions of public higher education and counsel as to the programs appropriate to each segment thereof; and (3) development of plans for the orderly growth of public higher education and the making of recommendations on the need for the location of new facilities and programs. The council is also the state commission for federal programs of aid to postsecondary education.

The statutory Board of Trustees of the California State University and Colleges is composed of the following four voting ex officio members: the Governor, the Lieutenant Governor, the Superintendent of Public Instruction, and the person named by the trustees to serve as chancellor of the California State University and Colleges; and 16 other members appointed by the Governor subject to confirmation by the Senate. The Speaker of the Assembly has the status of a legislative interim committee on the subject of the California State University and Colleges and meets with the board and participates in its work to the extent that such participation is not incompatible with his position as a member of the Legislature. The term of the appointive trustees is eight years. The board governs approximately 19 four-year institutions across the state.

The Board of Governors of the California Community Colleges consists of 15 members appointed by the Governor with the advice and consent of the Senate to serve terms of four years. They are selected from outstanding lay citizens of California who have a strong interest in the development and improvement of the public community colleges. The intent of the Legislature is that the Board of Governors provide leadership and direction in the continuing development of community colleges as an integral and effective element in the structure of public higher education in the state, maintaining and continuing, to the maximum degree permissible, local autonomy and control in the administration of the community colleges. The Board of Governors of the California Community Colleges assumed the duties, power, responsibilities, and jurisdiction previously vested in the State Board of Education, Superintendent of Public Instruction, the Department of Education, and the Director of Education with respect to the administration and control of the community colleges. Each college has its own local elected board. As the coordinating governing agency, the Board of Governors works with approximately 94 two-year institutions across the state. The chief executive officer of the California Community Colleges is the chancellor, who is appointed by and serves at the pleasure of the board. Board members annually select two of their members to serve as chairman and vice chairman, respectively.

The University of California constitutes a public trust and is administered by the Regents of the University of California, with full powers of organization and government, subject only to such legislative control as may be necessary to insure compliance with the terms of the endowment of the university and the security of its funds. The Board of Regents is composed of eight ex officio members: the Governor, the Lieutenant Governor, the Speaker of the Assembly, the Superintendent of Public Instruction, the President of the State Board of Agriculture, the President of the Mechanics Institute of San Francisco, the President of the Alumni Association of the University, and the Acting President of the University; and 16 members appointed by the Governor. The term of appointive members is 16 years; the terms of two appointive members expire on March 1 of every even-numbered calendar year, and in case of any vacancy, the term of office of the Governor's appointee to fill such vacancy is for the balance of the term for which the vacancy exists.

The Board of Regents is vested by the Constitution of California with the legal title and the management and disposition of the property of the university and of property held for its benefit, and has the power to receive all real and personal property for the benefit of the university or incidental to its conduct. The Board of Regents governs approximately nine four-year institutions.

COLORADO

The Department of Education is a unit of State government consisting of the State Board of Education, the Office of the Commissioner of Education, and such divisions, boards, agencies, officers, and employees as are or may be provided by law or by order of the board and the Commissioner.

The State Board of Education consists of five members (will go to seven on January 1, 1983), six nominated and elected by the qualified voters of the six congressional districts they represent and a member at large nominated and elected in the same manner as other state officers. Vacancies are filled by the state board and the appointees serve until the next general election. Board members are required to be qualified voters of the congressional districts they represent, and are elected for 6-year overlapping terms.

The Commissioner of Education is appointed by and serves at the pleasure of the State Board of Education; he serves as executive officer of the Department of Education and secretary to the State Board of Education.

The Community College and Occupational Education Act of 1967 created the State Board for Community Colleges and Occupational Education. The board consists of nine members appointed by the Governor, who also appoints the chairman and vice chairman. Members of the board select an executive secretary who serves as secretary of the board and administrative officer but is not considered a member of the board. The board appoints a director of occupational education and a director of community and technical colleges with the qualifications and background specified by the board. The board at all times must include one member representing each of the areas of agriculture, labor organizations, business, and proprietary schools. Each of the four congressional districts in the state is represented by two board members; at least one member of the board is a resident of the western part of the state. Members are appointed for overlapping terms of six years. The board exercises all powers and performs all duties formerly vested in the State Board of Education with respect to community and technical colleges within the state system.

The Commission on Higher Education is the statutory coordinating agency primarily concerned with the higher education system in Colorado. The commission consists of nine members, appointed by the Governor with the consent of the Senate. At no time may there be more than five members of any one major political party. There is an advisory committee to the commission of at least nine and no more than 14 members. Four members are appointed by the General Assembly, and each of the five governing boards appoints one representative. The commission may select five additional members.

A coordinating rather than a governing board, the commission works in cooperation with boards of regents and trustees which have direct responsibility for operating the two-year and four-year public colleges and universities in the state. The commission is charged with developing long-range plans for an evolving state program of higher education; with the review of operating and capital budget requests of the colleges and universities and recommendation to the Governor and Joint Budget Committee of the General Assembly, including priorities for funding; with review and decision relating to proposed new degree programs in any of the institutions of higher education; with recommendations to the Governor and Joint Budget Committee on the establishment of state-supported institutions of higher education; and with study and recommendation in other areas of programming at the postsecondary level. The commission serves as state agency for administration of Title I of the Higher Education Facilities Act of 1963 and several titles of the Higher Education Act of 1965.

CONNECTICUT

Information not available.

DELAWARE

The only law that relates to the establishment of the Department of Public Instruction does not refer to the Department by name but calls for "the appointment for a term of no more than one year, of professional and clerical assistants necessary for carrying out the policies and the rules and the regulations" of the State Board of Education.

The State Board of Education is composed of seven members who, other than ex officio members, are appointed by the Governor from the citizens of the state for six-year overlapping terms. The president of the University of Delaware and the president of the Delaware State College are nonvoting ex officio members, serving in a consulting and advisory capacity.

No more than four members of the board may belong to the same political party and no person is eligible for appointment who has not been for at least five years immediately preceding his appointment a resident of Delaware. The general administration and supervision of the free public schools and of the educational interests of the state are vested in the board, which is empowered to adopt rules and regulations which are binding throughout the state for maintenance, administration, and supervision of a general and efficient system of free public schools. The board prescribes the duties of the Superintendent of Public Instruction.

The Superintendent of Public Instruction is appointed by the State Board for a term of one year. He is the executive secretary of the State Board of Education and is vested by the board with powers proper and necessary to the performance of his duties.

Delaware does not have a legally established statewide agency for higher education.

FLORIDA

The State Board of Education, (Reference: Florida Constitution, Article IX) the chief policymaking and coordinating body of public education in Florida, consists of seven members who serve by virtue of their office: The Governor, Secretary of State, Attorney General, State Comptroller, State Treasurer, Commissioner of Agriculture, and Commissioner of Education. The Governor serves as chairman. The board has general powers to determine, adopt, or describe such policies, rules, regulations, or standards as are required by law or as it may find necessary for the improvement of the state system of public education.

The Commissioner of Education is elected by popular vote on a partisan ballot for a term of four years. He serves as secretary and executive officer of the board. (Reference: Florida Constitution, Article IV, Section 4(g), 1968 Revision; Section 229.512, F.S.)

The Department of Education, (Reference: Chapter 229.75, F.S.) acts as an administrative and supervisory agency and consists of the State Board of Education, the Commissioner, and his staff.

The University system in Florida operates as a division within the State Department of Education with the Board of Regents of the State University System, (Reference: Chapter 240.207 and 240.209, Florida Statutes) as director of the division. A statutory, corporate body, the Board of Regents consists of thirteen members, twelve of whom are citizen members appointed by the Governor, subject to the approval of the State Board of Education; and the Commissioner of Education, who is named to the Board by Statute. Selected from the state at large members of the Board of Regents serve for terms of six years (except the Student Regent, who serves for a one-year term); must have been residents of Florida for ten years (with the exception of the Student Regent) prior to their appointment; no two regents can serve from the same county, except in the case where county population exceeds 900,000; and shall be approved by three members of the Cabinet and confirmed by the State Senate. The Board of Regents is primarily responsible for public higher education in the state. The Board of Regents appoints a Chancellor to serve as chairman. Not to be confused with the Board of Regents, the Division of Community Colleges is a separate statutory body and reports directly to the Commissioner and State Board of Education.

GEORGIA

The State Department of Education is identified as the organized staff under the general supervision of the State Board of Education and under executive direction of the State Superintendent of Schools.

The State Board of Education is composed of one member from each of the ten congressional districts in the state. Members are appointed by the Governor, by and with the advice and consent of the Senate, for seven-year terms. The board is empowered to provide rules and regulations prescribing a course of study for all public schools of the state and may approve additional courses of study set up by the local units of administration, provide for curriculum revisions and the classification and certification of teachers, and make such rules and regulations as may be necessary for the administration of the common school fund. The board has general supervision of the State Department of Education and employs and dismisses, upon the recommendation of the State Superintendent of Schools, such clerical employees, supervisors, administrators, and other employees as may be necessary for the efficient operation of the State Department of Education. The State Board of Education is also designated as the State Board for Vocational Education.

The State Superintendent of Schools is the executive officer of the State Board of Education, the administrative officer of the State Department of Education, and by statute is responsible for administration and enforcement of laws and rules, regulations, policies, and standards adopted or prescribed by the State Board of Education. He is elected to office by the people at the same time and in the same manner and for the same four-year term as the Governor.

The Board of Regents of the University System of Georgia consists of one member from each of ten congressional districts in the state, and five additional members from the state at large, appointed by the Governor and confirmed by the Senate. The term of each board member is seven years; within any seven-year period, two members are appointed in the seventh year. Originally created by an act of the General Assembly of Georgia, the Board of Regents became a constitutional body under a constitutional amendment ratified in 1943. The Constitution and statutory laws of Georgia vest in the Board of Regents the control and management of the University System of Georgia and all its institutions, including universities, senior colleges, and junior colleges. Officers of the Board of Regents are a chairman, vice chairman, executive secretary, treasurer, and the chancellor. The board selects the chancellor who holds office at the pleasure of the board; the chancellor is chief administrative officer of the University system and chief executive officer of the Board of Regents, and performs all duties prescribed the the board.

HAWAII

The Department of Education is a unit within the executive branch headed by an elected State Board of Education.

The Board of Education has power in accordance with law to formulate policy and to exercise control over the public school system through its executive officer, the Superintendent of Education. The board consists of 13 members who serve identical terms of four years. The state is divided into two at-large districts: Oahu and all of the other islands. Ten members are elected from Oahu and three from the other islands. There are residence requirements to insure proper representation.

The Superintendent of Education is appointed by and may be removed by the board. Under policies established by the board, the Superintendent administers programs of public instruction throughout the state, including education at the preschool, primary, and secondary school levels, adult education, health education and instruction (not including dental health treatment transferred to the Department of Health), and such other programs are may be established by law.

IDAHO

The State Department of Education is an executive agency of the State Board of Education. The State Superintendent of Public Instruction serves as the executive officer of the Department and has the responsibility for carrying out policies, procedures, and duties authorized by law or established by the State Board. The Department is organized in a manner determined by the State Superintendent and approved by the State Board. Employees of the Department are appointed in accordance with the provisions of the Idaho Code.

The State Board of Education consists of the State Superintendent of Public Instruction (an ex officio, voting member), and seven members appointed by the Governor and confirmed by the State Senate, each to a five-year term. Terms expire on the first day of March. By appointment, the Governor fills any vacancy on the board for the unexpired term of any retiring member. Appointment to the board is made solely upon consideration of the ability of such appointees to serve efficiently the interests of the people and education, without reference to locality, occupation, party affiliation, or religion.

The State Board of Education performs all duties prescribed for it by the school laws of the state, has general supervision and direction of all departments of public education supported in whole or in part by state funds, enforces school laws, studies the educational conditions and needs of the state, and recommends to the Legislature needed changes in existing laws or additional legislation. The board has the power, upon recommendation of its executive officer, to appoint to the Department such specialists, clerks, and other employees as the execution of its duties may require, and to fix their salaries and assign their duties.

The State Superintendent of Public Instruction is elected on a partisan ballot by the qualified electors of the state and holds office for a four-year term. The Superintendent, under the direction of the board, supervises the administration of the public schools, up to and including grade 12, and serves as an ex officio, voting member of the State Board of Education. The Superintendent is one of the seven constitutional executive officers of the state.

The State Board of Education is a constitutional body established to generally supervise the state educational institutions and public school system of the state. The Constitution also provides for a Board of Regents of the University of Idaho; by statute, these two entities are combined into one board. The board is also the Board of Trustees of Boise State University, Board of Trustees of Idaho State University, Board of Trustees of Lewis-Clark State College, Board of Trustees of the State School for the Deaf and the Blind, State Board for Vocational Education (and in this capacity is State Board for Vocational Rehabilitation), and the Board for Administrative Purposes of the State Department of Education and Office of the State Board of Education. The board also is responsible for general supervision of the public school system and public junior colleges; additionally, it appoints members of the State Library Board and State Historical Society Board of Trustees.

IDAHO
(continued)

The board's staff for all matters excepting those relating to public elementary and secondary schools is the Office of the State Board of Education. The board appoints an executive director responsible for reviewing and coordinating post-secondary programs and who has other duties as prescribed by the Board of Regents and State Board of Education. The executive director serves at the pleasure of the board and receives a salary fixed by the board. The office performs research and planning functions for the board, coordinates cooperative medical programs, provides budgetary and academic analysis, performs such studies as are required by the board, and supervises the rulemaking responsibilities of the board excepting those relating to public elementary and secondary schools.

ILLINOIS

Information not available.

INDIANA

The State Superintendent of Public Instruction is a constitutional administrative officer charged with the administration of the system of public instruction and general superintendence of the business relating to the common schools of the state and of school funds and school revenues appropriated for their support. The Superintendent is elected on a partisan ballot by the qualified voters of the state at a general election for a term of four years. (A constitutional amendment which went to the voters in November 1972, delegates to the General Assembly the manner in which the Superintendent is elected, the term of office and duties.) The Superintendent serves as chairperson and voting member of the three commissions which comprise the State Board of Education. Additionally, the Superintendent serves as an ex officio member of the State Board of Vocational and Technical Education.

Beyond administration, the Superintendent functions as a leader of the state's public school system of elementary and secondary schools. The Superintendent recommends policies for consideration by the General Assembly and the State Board of Education. The Superintendent and the Superintendent's staff are available to local school officials for consultation.

Indiana created a State Board of Vocational and Technical Education in 1913, revised the State Board's authority in 1965, and completely restructured the state governance of vocational education in 1975. The present State Board of Vocational and Technical Education is responsible for the development of a State Plan for Vocational Education; statewide coordination of the public vocational education system and all approved vocational programs; definition of vocational education missions and goals of all public vocational institutions and programs; needs assessments and projections of fiscal and personnel resource needs; review of legislative budget requests for vocational-technical purposes of all state institutions and agencies applying for state funds, and recommendations to the General Assembly; program approval for state and federal funds; receipt and distribution of federal funds available for vocational education; evaluation of vocational education and other responsibilities. The State Board consists of eleven members appointed by the Governor as follows: the State Superintendent of Public Instruction and the Executive Officer of the Commission for Higher Education as ex officio members, a member of the State Board of Education, a member of the Commission for Higher Education, a member of the governing board of a secondary vocational institution, a member of a governing board of a postsecondary vocational institution, a member representing secondary vocational administration, a member representing labor, a member representing business, and a member representing agriculture. Of the initial appointments, except ex officio appointments, the Governor appointed one for one-year term, two for two-year terms, three for three-year terms, and three for four-year terms. All subsequent appointments will be for four years. The Governor will make an appointment to fill any vacancy for the duration of an unexpired term. The Chairperson of the board is appointed for a two year term by the Governor from the membership of the board other than the State Superintendent of Public Instruction and the Executive Officer of the Commission for Higher Education. The Executive Director of the board is appointed by the Governor and is designated as State Director of Vocational Education.

The Indiana Commission for Higher Education is the statutory coordinating commission established by the Legislature in 1971 and charged with he development, updating, and implementation of a long-range plan for public postsecondary education. The Commission consists of twelve lay citizens who are each appointed by the Governor for terms of four years. Each Congressional district must be represented and no member while serving his or her term may be an employee of or serve on the governing board of any educational institution in the State of Indiana. Furthermore, no member may be an employee or official of the State of Indiana or any political subdivision thereof.

The Commission is a coordinating agency, not a governing board. By law, the Commission has no powers or authority relating to the management, operation, or financing of Indiana's public or independent colleges or universities. These responsibilities remain exclusively vested in institutional governing boards.

The general purposes assigned by law to the Commission are:

(1) to plan and to coordinate Indiana's state-supported system of post-high school education, taking into account the plans and interests of independent colleges and universities;

(2) to define the educational missions of public colleges and universities;

(3) to review both operating budget and capital budget appropriation requests from public institutions;

(4) to approve or disapprove for public institutions the establishment of any new branches, campuses, extension centers, colleges or schools;

(5) to approve or disapprove for public institutions the offering of any additional associate, baccalaureate, or graduate degree, or certificate program of two semesters or more in duration;

(6) to review all programs of public institutions and make recommendations to the governing board of the institution, the Governor, and the General Assembly concerning the funding and the disposition of these programs; and

(7) to review the budget requests of the State Student Assistance Commission.

IOWA

The Department of Public Instruction acts as an administrative, supervisory, and consultative agency under the direction of the State Superintendent of Public Instruction and the State Board of Education. The State Department is located in the office of the Superintendent, and assists the Superintendent in providing professional leadership and guidance and in carrying out policies, procedures, and duties authorized by law or by the regulations of the State Board.

The State Department is organized into such divisions, branches, or sections as are found desirable and necessary by the State Superintendent, subject to the approval of the State Board.

The State Board of Public Instruction consists of nine members appointed by the Governor with the approval of the Senate. Not more than five members are of the same political party. Board members are qualified electors of the state and hold no other elective or appointive public office. In order to preserve the lay character of the board, no person the major portion of whose time is engaged in professional education or who derives a major portion of his income from any business or activity connected with education is eligible for membership on the State Board. In appointing members, the Governor provides that at least one member has substantial knowledge related to vocational and technical training, and at least one member has substantial knowledge related to area community colleges. Terms of members of the State Board are for six years.

The State Board exercises the following general powers and duties: (1) determine and adopt such policies as are authorized by law and are necessary for the more efficient operation of any phase of public education; (2) adopt necessary rules and regulations for the proper enforcement and execution of the provisions of the school laws; (3) adopt and prescribe any minimum standards for carrying out the provisions of the school laws; (4) perform such duties prescribed by law as it may find necessary for the improvement of the state system of public education in carrying out the purposes and objectives of the school laws.

The State Board of Public Instruction, except as otherwise provided by law, establishes standards, regulations, and rules for the approval of all public, parochial, and private nursery, kindergarten, elementary, junior high, and high schools, and all area vocational schools, area community colleges, and public community or junior colleges in Iowa. With respect to area or public community or junior colleges, such standards, regulations, and rules are established by the State Board of Public Instruction and the State Board of Regents, acting jointly.

IOWA
(continued)

With the approval of the Senate, the State Superintendent of Public Instruction is appointed for a term of four years by the State Board of Public Instruction. The Superintendent is the executive officer of the State Board and has the following powers: (1) exercise general supervision over the state system of public education, including the public elementary and secondary schools and the junior colleges, and supervise the elementary and secondary schools under the control of a director of a division of the Department of Social Services, and of nonpublic schools to the extent that is ncessary to ascertain compliance with the provisions of the Iowa school laws; (2) advise and counsel with the State Board on all matters pertaining to education, recommend to the State Board such matters as in his judgement are necessary to be acted upon, and when approved, to execute or provide for their execution when directed by the State Board; (3) recommend to the State Board for adoption such policies pertaining to the state system of public education as he may consider necessary for its more efficient operation; (4) carry out all orders of the State Board not inconsistent with state law; and (5) organize, staff, and administer the State Department.

The State Board of Regents is a statutory state agency which consists of nine members selected from the state at large solely with regard to their qualifications and fitness to discharge the duties of the office. Not more than five members are of the same political party; the term of each member is for six years. During each regular session of the Legislature, the Governor appoints, with the approval of the Senate, three members of the board to succeed those whose terms expire the following July 1.

The State Board of Regents governs the following institutions: The State University of Iowa, Iowa State University of Science and Technology, including the Agricultural Experiment Station, the University of Northern Iowa, Iowa Braille and Sight-Saving School, and the State School for the Deaf.

Each even-numbered year the board elects from its members a president who serves for two years. Among its powers and duties, the board elects a president of each institution of higher learning; a superintendent of each of the other institutions which it governs; annually a treasurer and a secretarial officer for each institution; professors, instructors, officers, and employees; and fixes their compensation. Other duties involve such areas as (1) making rules for admission to, and the government of, the institutions listed; (2) managing and controlling their property; (3) acquiring real estate; (4) accepting and administering trusts; (5) directing expenditure of all appropriations made to these institutions; and (6) performing all other acts necessary and proper for the execution of the powers and duties conferred by law upon it and the finance committee.

KANSAS

The State Department of Education, under the jurisdiction of an elected State Board of Education and the administrative supervision of the Commissioner of Education, was created through an educational amendment to the state Constitution passed in 1966, and became operative in January 1969, combining the staffs and functions of the former State Department of Public Instruction and the State Board for Vocational Education. The department, through the authority of the State Board of Education, subject to statutory limitation and in harmony with other laws, has responsibilities in regard to public education programs and activities within the state.

The constitutional State Board of Education has general supervision of public schools, educational institutions, and all the educational interests of the state, except educational functions delegated by law to the State Board of Regents. The State Board of Education performs such other duties as may be provided by law. There are ten members of the board with overlapping terms of four years. The Legislature makes provision for ten member districts, established by the Legislature according to distribution of population, each comprising four contiguous senatorial districts. The electors of each member district elect one person residing in the district as a member of the board. Whenever a vacancy occurs in any board member position, the Governor appoints an elector who has been selected by a duly called and held convention of the same political party as that of the board member vacating such position and who resides in the board member district corresponding to such board member position. The State Board's powers are specified in the Constitution and more specifically described and defined by law.

The Commissioner of Education is appointed by and serves at the pleasure of the State Board and performs such duties as are prescribed by law or by the State Board; he serves as the executive officer of the board.

The State Board of Regents was organized to supervise the operation of the state colleges and universities and to govern and coordinate the programs of these institutions. The board was established by statute in 1925, reorganized by statutory change in 1939, and given constitutional status by the 1966 educational amendment to the Constitution. The functions of coordination and goverance are carried out by the formulation of general policy under which the institutions operate.

The Board of Regents consists of nine members who serve overlapping terms of four years. Members are appointed by the Governor, subject to confirmation by the Senate. One member is appointed from each congressional district, with the remaining members appointed at large; however, no two members may reside in the same county at the time of their appointment. Additionally, no more than five members of the board are members of the same political party. Vacancies occurring on the board are filled by appointment by the Governor. The board is authorized to appoint and fix the salary of an executive officer of the board.

KANSAS
(continued)

The Board of Regents governs six four-year institutions of higher learning in the state. All the programs of the board are provided through the institutions and the programs of the colleges and universities. Until July 1, 1971, the board also supervised the Kansas School for the Deaf and the Kansas School for the Visually Handicapped. On that date supervision was transferred to the State Board of Education as the result of a statutory change.

The two-year community colleges are governed by boards of trustees elected within the individual counties. These boards are under the general supervision of the State Board of Education. A municipal four-year institution, Washburn University, is governed by a Board of Regents; four of the nine members are appointed by the city government of Topeka.

KENTUCKY

Information not available.

LOUISIANA

Information not available.

MAINE

Under an act effective July 1, 1972, the Department of Educational and Cultural Services was created to supervise, guide, and plan for a coordinated system of public education for all citizens of the state, and to interrelate public education with other social, economic, physical, and governmental activities, programs, and services. The department provides for a coordinated, integrated system of cultural resources, programs, and projects; encourages and stimulates public interest in the advancement of education; and supports cultural and historical heritage, institutions, and activities at state and local levels.

The department consists of a Commissioner of Educational and Cultural Services and includes the following: the Department of Education, the State Board of Education, the Maine Education Council, the Commission for the Higher Education Facilities Act of 1965, the Advisory Council on Vocational Education, the School Building Authority, the Governor Baxter School for the Deaf, the State Commission on the Arts and Humanities, the State Museum, the State Museum Commission, the State Historian, the State Library, and the Maine representatives to the New England Board of Higher Education.

The State Board of Education consists of nine members appointed by the Governor with the advice and consent of the Executive Council. The membership of the board is broadly representative of the public. No person who earns a substantial portion of his income as a teacher or as an administrator in an educational institution, other than as a college president, is eligible for appointment or service. Board members serve overlapping terms of five years.

The State Board makes recommendations to the Legislature for the efficient conduct of the public schools of the state; approves the formation of school administrative districts; establishes, maintains, and operates state technical and vocational institutes and schools of practical nursing; acts upon applications for additions to and dissolution of school administrative districts; establishes requirements for approval and accreditation of elementary and secondary schools; adjusts subsidy to an administrative unit when the expenditures for education in such unit show evidence of unfair advantage or are adjudged excessive; grants permission for administrative units to enter into agreements for cooperative educational purposes; acts upon articles of agreement for creation of an interstate school district; develops and adopts a plan for the establishment of regional technical and vocational centers; approves standards for school construction; approves projects for state construction aid; approves the formation of community school districts; approves isolated secondary schools; obtains information regarding applications for granting degrees and makes a recommendation to the Legislature; recommends funds to the Bureau of the Budget for equalization of educational opportunity; establishes a student loan insurance program; serves as state agency for administering federal funds, and serves as an appeals board for unclassified personnel.

The Commissioner of Educational and Cultural Services is appointed by the Governor from a list of three names provided by the State Board of Education with the approval of the Executive Council, to serve a term coterminous with the Governor's, subject to removal for cause. The State Board submits its list to the Governor within 20 days after the Governor takes the oath of office. If it fails to do so, the Governor may appoint his own nominee with the approval of the Executive Council.

The Commissioner or his duly authorized designee, except as otherwise provided, exercises the powers and performs the duties granted to the department under law. The Commissioner is authorized to hire whatever personnel he deems necessary, subject to the personnel law, to fulfill the duties of the department. He also has the following duties: (1) coordinate, consolidate, and prepare a budget for the department; (2) transfer personnel within the department to insure the efficient utilization of the department manpower; (3) coordinate the purchase and use of all department equipment; and (4) review the function and operation of the department to insure that overlapping functions and operations are eliminated.

The Commissioner does not have authority to interfere with the exercise of any discretionary authority granted to the Maine Museum Commission and the Maine Arts and Humanities Commission.

The statutory governing and planning agency for public higher education is the Board of Trustees, University of Maine. The university is a statewide institution created by the Legislature in 1968 through a merger of the former land-grant university with its four campuses, and the five state colleges. Among its duties, the board is responsible for preparing, approving, and presenting the operating and capital budgets of the university.

The university, encompassing all public postsecondary education in Maine (including two community colleges) except the post-secondary vocational-technical institutes and the Maine Maritime Academy, is a quasi-public institution, headed by the single 15 member Board of Trustees and a chancellor who is appointed by and serves at the pleasure of the board and who is the board's chief administrative and educational officer. Members of the Board of Trustees are appointed for overlapping terms of seven years by the Governor and confirmed by the Executive Council, a six-member body elected by the Legislature. The Commissioner of Educational and Cultural Services is an ex officio, voting member of the board.

Each of the university campuses is headed by a president (with the exception of the University of Maine at Bangor which is operated as a subdivision of the University of Maine at Orono). The presidents are appointed by the Board of Trustees upon the recommendation of the chancellor. The campuses of the university operate within a reasonable degree of autonomy. The presidents are the chief educational and administrative officers in terms of the day-to-day operations of the campuses. All budgets, major policies, new programs, principal appointments, tenure decisions, and other significant matters must be approved by the Board of Trustees on the recommendation of the chancellor.

MARYLAND

The Department of Education is entrusted with educational matters affecting the state and the general care and supervision of public education. The State Board of Education is at the head of the department.

The State Board of Education is composed of nine members appointed by the Governor for overlapping terms of five years. Members are appointed solely because of their character and fitness, but no person is to be appointed to the board who is in any way subject to its authority. The board determines the educational policies of the state, and enacts bylaws, rules, and regulations for the administration of the public school system, which when enacted and published have the force of law.

The State Superintendent of Schools is appointed by the State Board of Education for a term of four years. He must be a graduate of a standard college, have had not less than two years of special academic and professional graduate preparation in a standard university and not less than seven years' experience in teaching and administration. The Superintendent is empowered to enforce all provisions of the school code and of the enacted and published bylaws of the State Board of Education. He is responsible for the administration of the State Department of Education.

Responsibility for the overall coordination and planning of higher education in Maryland is vested in the Maryland Council for Higher Education. The council, the the cooperation of the various institutional governing boards and the individual institutions, is charged with fashioning a viable system of quality higher education for the state. The council consists of 13 members appointed by the Governor with the advice and consent of the Senate. Members of the council are selected by the Governor solely by reason of their demonstrated interest in the broad range of higher education, their knowledge and understanding of its needs and problems, and their devotion to its cause; but not more than two members shall have attended the same institution of higher learning. Each member is appointed for a term of six years.

It is the duty of the council to conduct studies concerning the various aspects of public higher education to the State, to report the results of its researches, and to make recommendations to the governing (segment) boards of the public institutions of higher education and to appropriate state officials with respect to the matters it has considered. The statutory responsibilities of the council include the following: (1) coordinate the growth and overall development of higher education in the state; (2) investigate and evaluate the needs throughout the state for undergraduate, graduate, adult education, professional and technical training, and research facilities; and present plans and recommendations for major alterations in existing programs or facilities; (3) recommend all new degree programs at the doctoral, masters, baccalaureate, and associate levels at public institutions of higher education; (4) set standards to be followed by the public institutions of higher education for the reciprocal acceptance of credits earned by students transferring between institutions; (5) develop plans and programs for interstate and regional cooperation and reciprocal agreements in higher education; (6) study and make recommendations regarding the coordination of state and federal support of higher education; (7) prepare programs for the orderly growth and overall development of the state system of public higher education to meet changing needs of the population and the economy; (8) investigate the state's needs for all types of post-secondary education and recommend the establishment and location of new facilities and programs; (9) coordinate all aspects of the public institutions with the objective of achieving the most effective and economical employment of existing facilities; (10) collect, store, and evaluate higher educational data throughout the state; and (11) prepare such other studies and reports as requested by the Governor or the General Assembly.

In the fulfilling of these responsibilities, the council must work with the several governing boards and with the institutions themselves, the variety of state agencies whose concerns touch in part at least on higher education, with the U.S. Office of Education, and with comparable agencies in other states. It must also maintain working relationships with the executive and legislative branches of the state government, with numerous other professional educational organizations, and with the community at large.

The public institutions of higher education in Maryland, with one exception, fall into one of three categories and are governed, at least in part, by one of three statutory institutional governing boards. The University of Maryland and Maryland State College are governed by the Board of Regents which consists of 11 Governor-appointed members who serve terms of five years. The state colleges--Bowie, Coppin, Frostburg, Morgan, Salisbury, and Towson--come under the jurisdiction of the nine-member Board of Trustees of the Maryland Stae Colleges. The community colleges are coordinated at the state level by the seven-member Maryland State Board of Community Colleges and are governed at the local level by their respective community or regional boards. St. Mary's College of Maryland, which in the fall of 1967 became a coeducational four-year institution after many years as a junior college for women, continues to operate under its own statutory Board of Trustees, consisting of 12 Governor-appointed members.

MASSACHUSETTS

The Department of Education is under the supervision and control of the Board of Education.

The Board of Education supports, serves, and plans general education in the public schools, and through its division of occupational education administers an supervises the administration of vocational education administers and supervises the administration of vocational education programs by every agency in the Commonwealth. The board consists of the Chancellor of the Regents of Higher Education, ex officio, and 12 members, residents of the Commonwealth, who are appointed by the Governor, one of whom is a member of a labor organizaton affiliated with the state labor council AFL-CIO and one who as a secondary school student is chairperson of the State Student Advisory Council. The chancellor does not have a vote. No appointive member of the board is employed by or derives regular compensation from any educational institution, or school system, public or private, in the Commonwealth; is employed by or derives regular compensation from the Commonwealth; or serves as a member of a governing board of any public institution for higher educaton in the Commonwealth, or as a member of any school committee. Upon the expiration of the term of office of an appointive member of the board, his successor is appointed for a term of five years; no one is appointed to serve more than two full terms. The board, through its division of occupational education, is the state agency responsible for the administration of vocational education, and the supervision of the administration thereof by local education agencies.

The Commissioner of Education is appointed by the Board of Education and serves at its pleaure. He is the secretary to the board, its chief executive officer, and the chief state school officer for elementary and secondary education.

Other statutory institutional governing boards in the state are: Trustees, University of Massachusetts; Trustees, STate Colleges; Trustees, Lowell Technological Institute; Trustees, Southeastern Massachusetts University; and Board of Regional Community Colleges.

MICHIGAN

The State Department of Education was created pursuant to the Executive Organization Act, which sets forth the powers, duties, and functions of the department as required by the state Constitution. The executive order creating the department designates the State Board of Education as the head of the department and the Superintendent of Public Instruction as its principal executive officer.

The State Board of Education is vested with leadership and general supervision over all public education, including adult education and instructional programs in state institutions, except as to institutions of higher education granting baccalaureate degrees. It serves as the general planning and coordinating body for all public education, including higher education, and advises the Legislature as to financial requirements. The board consists of eight members who are nominated by party conventions and elected at large for overlapping terms of eight years. The Governor fills any vacancy by appointment for the unexpired term. The Superintendent of Public Instruction and the Governor are nonvoting ex officio members of the board.

The executive order creating the Department of Education also brought into it the State Board for Libraries, the State Tenure Commission, the State Community and Junior College Board, the Higher Education Facilities Commission, and the Michigan Higher Education Assistance Authority.

Specifically, the State Community and Junior College Board, the Higher Education Facilities Commission, and the Higher Education Assistance Authority serve the State Board of Education and Bureau of Post Secondary Education. The State Tenure Commission is an autonomous body of five members appointed by the Governor and provided support by the Department of Education. The State Board for Libraries is an advisory board to the State Board of Education.

The Superintendent of Public Instruction is appointed by and serves at the pleasure of the State Board of Education. He is the chairman of the board without the right to vote, and is responsible for the execution of its policies. He is the principal executive officer of the State Department of Education.

The Regents of the University of Michigan, the Board of Trustees of Michigan State University, and the Board of Governors of Wayne State University have general supervision of their respective institutions and the control and direction of all expenditures from their institutions' funds. As often as necessary, each board elects a president of the institution under its supervision. He is the principal executive officer of the institution, an ex officio member of the board without the right to vote, and presides at its meetings. The constitutionally based board of each institution consists of eight elected members who hold office for terms of eight years.

Other institutions of higher education established by law having authority to grant baccalaureate degrees are each governed by a board of control which is a body corporate.*/ The board has general supervision of the institution and the control and direction of all expenditures from its funds. It elects, as

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*/There are presently ten statutory boards of trustees for four-year public colleges and universities.

MICHIGAN
(continued)

often as necessary, a president of the institution under its supervision. He is the principal executive officer of the institution and is an ex officio member of the board without the right to vote. Each board of control consists of eight members who hold office for terms of eight years, not more than two of which expire in the same year, and who are appointed by the Governor by and with the advice and consent of the Senate.

The Legislature provides by law for the establishment and financial support of public community and junior colleges which are supervised and controlled by locally elected boards. There are approximately 29 statutory boards of control for public junior and community colleges. With the exception of two colleges with nine-member boards and one with an eight-member board, these boards consist of seven members each. The Legislature provides by law for a State Board for Public Community and Junior Colleges which advises the State Board of Education concerning general supervision and planning for such colleges and requests annual appropriations for their support. This board consists of eight members who hold office for terms of eight years, not more than two of which expire in the same year, and who are appointed by the State Board of Education. The Superintendent of Public Instruction is an ex officio member of this board without the right to vote.

MINNESOTA

The State Department of Education is under the direction of the State Board of Education. The department exercises general supervision over the curriculum, staffing, financing, and administration of publicly operated elementary, secondary, and area post-secondary vocational-technical schools. It also exercises regulatory functions relative to private trade schools and educational institutions offering services under the federal veterans' benefit law; developmental and consultative functions relative to community (or nonschool) libraries.

The State Board of Education is composed of nine members appointed for overlapping terms of four years by the Governor, by and with the approval of the Senate. At least one member resides in each of the state's eight congressional districts. The board has general supervision over public schools and public educational agencies in the State. The board establishes rules relating to examinations, reports, acceptances of schools, courses of study, and other proceedings in connection with elementary and secondary schools applying for special state aid. The board also serves for all purposes as the State Board for Vocational Education.

The board administers the department through a Commissioner of Education who is appointed by the board for a term of four years. Serving as the executive officer and secretary of the board, the Commissioner has authority to nominate for approval by the State Board, officials and employees necessary to perfect and maintain the organization of the department as recommended by him and as adopted by the board. He is responsible for the efficient administration and discipline of the various offices and divisions in the organization of the department. He is required to make recommendations to the board which facilitate the work of the board.

The Higher Education Coordinating Commission is the statutory coordinating agency for public higher education in Minnesota. The commission consists of eight citizen members, one from each congressional district, and three citizen members to represent the state at large, all appointed by the Governor by and with the advice and consent of the Senate. All are selected for their knowledge of and interest in postsecondary education and at least one is selected specifically for his knowledge of and interest in vocational education. Except as provided by law, all members of the Higher Education Coordinating Commission are appointed for a four-year term.

The commission is empowered to: (1) Continuously study and analyze all phases and aspects of higher education, both public and private, and develop necessary plans and programs to meet present and future needs of the state; (2) continuously engage in long-range planning of the needs of higher education and, if necessary, cooperatively engage in such planning with neighboring states and agency of the federal government.

A 1971 amendment to the Minnesota Statutes added the Higher Education Advisory Council, the membership of which consists of the President of the University of Minnesota, the Chancellor of the State College Board, the Chancellor of the Junior College Board, the Commissioner of Education, and the Executive Director of the Minnesota Private College Council. The advisory council

(1) brings to the attention of the Higher Education Coordinating Commission any matters which the council deems as needing attention of the commission, (2) makes recommendations to the commission, (3) reviews and comments upon proposals and other matters before the commission, and (4) provides any reasonable assistance to the commission in its efforts to fulfill its responsibilities. The commission periodically informs the council of all matters under consideration by the commission and refers all proposals to the council prior to transmitting them as recommendations to the Governor and the Legislature.

Public Institutional governing boards in Minnesota are the University of Minnesota Board of Regents, the State College Board, the State Junior College Board, and the State Board of Education. The University of Minnesota Board of Regents is constitutional; the others are statutory. The State Board of Education is listed since it has legal responsibility for governance of more than 30 area vocational-technical schools.

MISSISSIPPI

The Department of Education consists of a State Superintendent of Education, an Assistant State Superintendent of Education, and subordinate staff. The department is charged with the execution of all laws relating to the administrative, supervisory and consultative services to the public schools, agricultural high schools, and junior colleges of the State of Mississippi.

The State Board of Education consists of three ex officio members---the Secretary of State, the Attorney General, and the State Superintendent of Education. The board was established under the State Constitution for the management and investment of the school funds according to law, and for the performance of such other duties as may be prescribed The board is also designated the State Board for Vocational Education. The board has express duties provided by law concerning the direction of the State Department of Education.

A constitutional administrative officer, the State Superintendent of Education is elected by the people for a 4-year term on a partisan ballot at the same time and in the same manner as the Governor. He is responsible for the general supervision of the common schools and educational interests of the state. He is subject to the direction of the State Board of Education, and is the executive officer of the State Board for Vocational Education.

The Board of Trustees of Institutions of Higher Learning is the agency in Mississippi primarily responsible for governance of the State's eight 4-year public higher education institutions and additional two agencies. The board consists of 13 members appointed by the Governor by and with the advice and consent of the Senate. Regular appointees serving 12-year terms are one member from each congressional and supreme court district and two members from the state at large. One additional trustee, a resident citizen of DeSoto County, Mississippi, is appointed for 4 years and votes only in matters pertaining to the University of Mississippi.

From its membership the board elects a president and vice president for terms of 1 year. The trustees are authorized to appint a non-member as executive secretary and director. The powers and duties of the board pertain primarily to the various aspects of managing, controlling, and supervising the eight state institutions of higher learning as well as the Gulf Coast Research Laboratory; it has partial responsibility for the Mississippi Research and Development Center.

MISSOURI

The Department of Elementary and Secondary Education administers the School for the Blind, the School for the Deaf, and the Schools for the Severely Handicapped. It provides leadership and technical assistance in the state's instructional programs. It also administers federal programs including compensatory education, special education, vocational education, vocational rehabilitation, and disability determinations for the Social Security System.

The State Board of Education consists of eight lay members appointed by the Governor, by and with the advice and consent of the Senate and after an open committee hearing, for overlapping eight-year terms, one member being appointed each year. At no time are more than four members to be of the same political party. Among its powers and duties, the Board carries out the educational policies of the state relating to public schools that are provided by law and supervises instruction in the public schools.

The Commissioner of Education is appointed by and serves at the pleasure of the State Board of Education. He is the chief administrative officer of the State Board and supervises the Department of Elementary and Secondary Education.

On August 8, 1972, the people of Missouri approved an amendment to the Constitution of Missouri, effective 30 days later, to reorganize the executive branch of state government. Among the provisions of the reorganization was the establishment of a department of higher education.

> "There shall be established a department of higher education. A Coordinating Board for Higher Education which shall consist of nine members appointed by the Governor by and with the advice and consent of the Senate shall be established within the department. The qualifications and terms of the members of the board shall be fixed by law, but not more than five of its members shall be of the same political party. The Coordinating Board shall succeed the Commission on Higher Education with all its powers and duties and shall have such other powers and duties as may be prescribed by law."

Departments enumerated in the joint resolution were established by July 1, 1974, as successors to the departments in existence at the time of the adoption of the amendment. The appointment of all members of administrative boards and commissions and of all department and division heads, as provided by law, are made by the Governor with the advice and consent of the Senate.

MONTANA

Information not available.

NEBRASKA

The State Department of Education consists of the State obard of Education and the Commissioner of Education. The department is charged with general supervision and administration of the school system of the state and of such other activities as the legislature may direct.

The State Board of Education is the policy-forming, planning, an evaluative body for the state school program. The board consists of eight members who are elected by the electors on a nonpartisan ballot from the eight districts into which the state is divided. Members of the board are elected for overlapping terms of four years, or until their successors are elected and qualified. The State Board of Education acts as the State Board of Vocational Education.

The Commissioner of Education is the executive officer and secretary of the State Board of Education and the adminstrative head of the professional, technical, and clerical staff of the State Department of Education. Acting under the authority of the State Board of Education, the Commissioner has the responsibility for carrying out the requiqrements of law and of board policies, standards, rules, and regulations, and for providing the educational leadership and services deemed necessary by the board for the proper conduct of the state school program. The State Board of Education appoints the Commissioner who serves at its pleasure. The board is empowered to remove the Commissioner from office for causes set forth by law.

Nebraska does not have a legally established statewide agency for higher education.

NEVADA

Information not available.

NEW HAMPSHIRE

The Department of Education consists of the State Board of Education, the Commissioner of Education, and such other officials and employees as may be authorized.

The State Board of Education consists of seven members appointed by the governor and council for overlapping terms of 5 years. The seven members of the board serve without pay and are neither technical educators nor professionally engaged in school work. The state board is vested with powers of management, supervision, and direction over all public schools in the state. It may make all rules and regulations necessary for the management of its own business and for the conduct of its officers, employees, and agents, and to secure the efficient administration of the public schools and the administration of the work of Americanization, teaching English to non-English-speaking adults and furnishing instruction in the privileges, duties, and responsibilities of citizenship, which is declared to be an essential part of public school education. It is the duty of school boards and employees of school districts to comply with the rules and regulations of the state board.

The Commissioner of Education is employed by the state board for an indefinite term and is subject to removal upon the majority vote of the entire board. He is required to be a skilled executive officer who has had training and experience in educational work. He is the chief executive officer and secretary of the board. He need not be a resident of New Hampshire when appointed.

The Coordinating Board of Advanced Education and Accreditaion is the statutory coordinating agency for higher education in the state. The board consists of: (1) the Commisoner of Education, the presidents of the University of New Hampshire, Keene State College, and Plymouth State College, and the chairman of the State Board of Education or his delegated representative, ex officio; (2) one member of the State Senate, appointed by the President of the Senate; (3) one member of the State House of Represntatives, appointed by the speaker of the house; and (4) five members appointed by the Governor with the advice and consent of the council; three of these five appointed member may be educators selected from the private institutions of higher learning in New Hampshire. The members appointed from the Senate and House of Representatives serve on the board for a period of time coterminous with their respective legislative terms. The five appointed members of the board serve terms of 5 years.

The function of the board is to advise the legislature (1) concerning the granting of degrees, including community colleges, and (2) relating to planning and coordinating higher education, including initiating studies on matters of higher education and work with the New Hampshire members of the New England Board of Higher Education or other interstate and regional agencies. The board evaluates institutions of higger learning seeking to grant degrees or issue diplomas, and makes approprate recommendations to the legislature, except for those exempted by law.

The procedure and criteria for evaluation are established by the board. Within 5 years after an institution in the state, except for those exempted by law, receives authority to grant degrees or issue diplomas, or within 5 years after the effective date of the board's enabling act for those receiving such authority prior to the establishment of the board, and thereafter at least once every ten years, it is evaluated by the board. On the basis of such evauation, the board classifies the institution into a category which indicates its status regarding approval and/or accreditation. The procedure and criteria for classification are established by the board. The board may accept as a basis for classification, in lieu of evaluation by the board, accreditation by a recognized reigonal or national accrediting association.

NEW JERSEY

Information not available.

NEW MEXICO

The State Department of Public Education is created by the State Constitution. The operation of the department is supervised and directed by the Superintendent of Public Instruction and is subject to the policies of the State Board of Education. The department is charged with (1) supervising all schools and school officials coming under the jurisdiction of the State Board, the (2) advising boards of regents of state educational institutions on matters concerning the public school code.

The constitutionally created State Board of Education is the governing authority and has control, management, and direction of all public schools, except as otherwise provided by law. It is responsible for determining policy for the operation of all public schools and vocational education programs in the state. The board may delegate administrative functions to the Department of Education; it is also designated the State Board for Vocational Education. The board consists of 10 members, one elected at a general election from each of the 10 equally populated districts of the state, for overlapping terms of six years.

The Superintendent of Public Instruction is appointed by and serves at the pleasure of the State Board of Education. Subject to the policies of the board, the Superintendent is the chief administrative officer of the State Board and supervises and directs the operation of the Department of Education. The Superintendent is responsible for keeping a record of all proceedings of the board.

The statutory coordinating agency for public higher education in New Mexico is the Board of Educational Finance. The primary function of the board is to deal with the problems of finance of those educational institutions designated in the state constitution.*/ The Board of Educational Finance receives, adjusts, and approves the budgets submitted by the several institutions prior to their submission to the budget officers of the state and exercises other powers granted by law. Notwithstanding any other provisions of law, the Board of Education Finance, a commission broadly representative of the public and of institutions of higher education, may be designated by the Governor to administer funds furnished under acts of congress for those educational institutions enumerated in the state Constitution and for other educational institutions over which the Board of Educational Finance has been granted approval authority and/or supervisory powers.

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*/The Constitution of New Mexico authorizes the Legislature to establish powers for boards of regents of: The University of New Mexico, New Mexico State University, New Mexico Highlands University, Western New Mexico University, Eastern New Mexico University, the New Mexico Institute of Mining and Technology, and the New Mexico Military Institute.

NEW MEXICO
(continued)

The Board of Educational Finance consists of 13 members, one from each of eleven two- or three-county subdivisions of the state. The Governor appoints eleven voting members who are qualified electors of the state, no more than six of whom are, at the time of their appointment, members of the same political party. After initial appointments, members are to be appointed from their respective counties for overlapping terms of six years. Board members are residents of the counties which they represent and change of residence of a board member to a place outside the counties from which he was appointed automatically terminates his term.

The Governor appoints two members from among the student body presidents, either graduate or undergraduate, of the University of New Mexico, New Mexico State University, New Mexico Highlands University, Western New Mexico University, Eastern New Mexico University, and the New Mexico Institute of Mining and Technology. These members are nonvoting and serve ex officio for a term of one year. The Governor's appointments of these members to the board are made to that (1) their terms as student body presidents of their respective universities or institutes coincide with their membership of the board; (2) each university or institute is represented on the board once every five years; and (3) each university or institute is represented on the board for no longer than two consecutive terms.

In order to execute its functions, the board appoints and fixes the salary of a full-time executive secretary who is an experienced educator of demonstrated competence in the fields of institutional management and finance.

NEW YORK

No information available.

NORTH CAROLINA

The legally created Department of Public Education was made operative by executive order of the governor on July 1, 1972. Legislation enacted by the 1971 General Assembly contained a description of the department, including the following provisions:

1. The head of the Department of Public Education is the State Board of Education;

2. The State Board of Education shall have such powers and duties as are conferred on the board by the legislation, delegated to the board by the governor, and conferred by the constitution and laws of the state.

3. Except as otherwise provided in the constitution or in the legislation, all powers, duties and functions vested by law in the State Board of Education are transferred to the Department of Public Education.

4. The office of the Superintendent of Public Instruction and the Department of Public Instruction are transferred to the Department of Public Education. The Superintendent of Public Instruction shall be the secretary and chief administrative officer of the State Bord of Education, and shall have such powers and duties as are conferred by the constitution, the State Board of Education, and the laws of the state;

4. All the rights, duties, and privileges of the state obtained as a party to the Interstate Compact for Education shall be supervised and administered by the Superintendent of Public Instruction.

5. All the rights, duties, and privileges of the state obtained as a party to the Interstate Agreement on Qualifications of Educational Personnel shall be supervised and administered by the Superintendent of Public Instruction.

6. The Textbook Commission is transferred to the Department of Public Education.

The State Board of Education consists of the lieutenant governor, the state treasurer, and 11 members appointed by the governor, subject to confirmation by the General Assembly in joint session. Of the appointive members of the State Board, one is appointed from each of the eight educational districts and three are appointed as members at large. Appointments are for terms of 8 years and are made in four classes. Appointments to fill vacancies are made by the governor for the unexpired terms and are not subject to confirmation. The general supervision and administration of the free public school system is vested in the State Board. The board has general supervision and administration of the educational funds provided by the state and federal governments, excepting those otherwise mentioned in the state constitution, and also excepting such local funds as may be provided by a county, city or district. The State Board of Education serves as the coordinating agency for the 15 community colleges and the 39 technical institutes.

A constitutional officer in the executive department, the Superintendent of Public Instruction is the secretary and chief administrative officer of the State Board of Education. The Superintendent is elected on a partisan ballot by the qualified voters of the state every 4 years, at the same time and places as members of the General Assembly are elected.

On July 1 1972, the Board of Higher Education and the Board of Trustees of the Consolidated University of North Carolina were terminated. The reorganization included the creation of a Board of Governors of the University of North Carolina system, which is a governing board for all public higher education in North Carolina. Institutions have local boards of trustees, but their powers are for the most part delegated by the Board of Governors.

The University of North Carolna is composed of 16 public senior constituent institutions. The Board of Governors consists of (1) three persons elected prior to January 1, 1972, by and from the membership of the Board of Trustees of East Carolina University and two persons elected prior to January 1, 1972, by and from the membership of the Board of Trustees of each of the following institutions: Appalachian State University, North Carolina Agricultural and Technical State University, North Carolina Central University, and Western Carolina University; (2) one person elected prior to January 1, 1972 by and from the membership of the Board of Trustees of each of the following institutions: Elizabeth City State University, Fayetteville State University, North Carolina School of the Ars, Pembroke State University, and Winston-Salem State University; (3) 16 persons elected prior to January 1, 1972, by and from the membership of the Board of Trustees of the University of North Carolina; and (4) two persons elected prior to January 1, 1972, by the Board of Higher Education from its eight members at large. The latter two are nonvoting members whose terms expired June 30, 1973.

As the terms of members of the Board of Governors expired, their successors were elected by the Senate and Houe of Representatives. Eight members were elected at the regular legislative sesion in 1973 and every 2 years thereafter.

The Board of Governors elects from its membership for 2-year terms, and until their successors have been elected and qualified, a chairman, a vice chairman, and a secretary. No person may serve as chairman more than 4 years in succession.

Generally, the Board of Governors is charged with planning and developing a coordinated system of higher education in North Carolina. To this end it governs the 16 constituent institutions, subject to the poeers and responsibilities given to the board of trustees of the institutions, and maintains close liaison with the State Board of Education, the Department of Community Colleges, and the private colleges and universities of the state. Additionally the Board of Governors is responsible for the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.

NORTH DAKOTA

The Department of Public Instruction is not expressly defined in the law; reference is generally made to the staff under the executive direction of the Superintendent.

The State Board of Public School Education consists of the Superintendent of Public Instruction and one qualified elector from each judicial district in the State appointed by the Governor subject to the consent of the Senate. Nominations are made by the Governor from a list of three names for each position to be filled on the board; such names are selected by a committee consisting of the president of the North Dakota State's Attorneys Association, the president of the North Dakota School Administrator's Association, and the North Dakota School Boards Association. Appointive members serve for overlapping terms of six years. At all times, two members of the board are members of the North Dakota School Boards Association. The State Board of Public School Education is the State Board of Vocational Education.

The State Superintendent of Public Instruction is a constitutional officer in the executive department elected by the qualified electors of the state to a term of four years. He has the general supervision of the common and secondary schools of the state and serves as executive director and secretary of the Board of Public School Education. The Superintendent is charged with calling meetings of the board which may be required, supervising and carrying out policies of the board in relation to all functions of the board, and employing personnel necessary to carry on responsibilities which may be placed upon the board by law.

The State Board of Higher Education consists of seven members appointed by the Governor by and with the consent of the Senate. Nominations are made by the Governor from a list of three names for each position selected by the unanimous action of the President of the North Dakota Education Association, the Chief Justice of the Supreme Court, and the State Superintendent of Public Instruction. All members of the board are qualified electors and taxpayers of the state who have resided in the state for five years immediately preceding their respective appointments. Members serve staggered terms of seven years. The board appoints, for a term not to exceed three years, the State Commissioner of Higher Education who is responsible to, and chief executive of, the board, and who performs duties which are prescribed by it.

The board has full authority over the institutions under its control with the right to prescribe, limit, or modify the courses they offer. In furtherance of its powers, the board has the power to delegate to its employees details of the administration of the institutions under its control. The board has authority to organize or reorganize, within constitutional and statutory limitations, the work of each institution under its control, and to do everything necessary and proper for their efficient and economical administration.

NORTH DAKOTA
(continued)

The State Board of Higher Education and the State Board of Public School Education hold at least one joint meeting each year at the joint call of the Superintendent of Public Instruction and the Commissioner of Higher Education for the purpose of coordinating their programs and specifically considering matters in relation to teacher training, teaching standards, and teacher certification.

The State Board of Higher Education controls and administers the following State educational institutions: (1) the State University and the School of Mines, at Grand Forks, with their substations; (2) the Agricultural College and the Experiment Station, at Fargo, with their substations; (3) the School of Science, at Wahpeton; (4) the State Normal Schools and Teacher's Colleges, at Valley City, Mayville, Minot, and Dickinson; (5) the Normal and Industrial School, at Ellendale; (6) the School of Forestry, at Bottineau; and (7) other state institutions of higher education which may be established.

OHIO

The Ohio Department of Education, by law, consists of the State Board of Education, the Superintendent of Public Instruction, and the necessary employees to perform the duties spelled out in the statutes.

State Board of Education

The State Board of Education is the policymaking body for public education in Ohio. Its responsibilities include: formulating and administering policies on instruction, teaching materials, buildings and equipment, transportation of pupils, finance and school district organizaton; apportioning state and federal funds to elementary and secondary schools; prescribing minimum school standards; determining the professional requirements for teachers and other educators employed by school districts; operating the state schools for the blind and deaf; hearing important issues as a board of review; giving leadership in the improvement of public education, including necessary planning and evaluation; and cooperating with other state and federal agencies concerning the health and welfare of youth.

Board members are elected on a non-partisan ballot, with one representative from each of Ohio's 21 congressional districts. Terms of members overlap and are for six years.

Regularly scheduled meetings of the state board are held on the second Monday of January, April, July and October. Other meetings, also on the second Monday of the month, are scheduled as deemed necessary to carry out the duties and responsibilities of the board. The board usually meets each month with the exception of February and August.

Superintendent of Public Instruction and Department Staff

The Superintendent of Public Instruction is appointed by and serves at the pleasure of the State Board of Education. He is the chief executive and administrative officer for all educational matters and functions under the board's management and control. He also acts as the board's secretary and, as such, has no vote on any matters being acted upon by the board, but may be called upon by the board to express opinions, make recommendations, or report on any matters pending, or may ask leave of the board to do so when he may deem it desirable.

Directed by the superintendent, the Department of Education serves approximately 1.9 million students in Ohio's 615 school districts. Employing a professional staff of about 250, the department administers school laws, provides counsel to local leaders in solving complex problems faced by school systems, and leads in the search for better ways of meeting educational needs.

The department also provides services fo the office of the Governor and state legislators, Ohio members of the U.S. Congress, education-related civic organizations, departments of state and federal government, and the citizens of this state.

OHIO

The department staff is organized into major divisions: computer services and statistical reports, educational services, elementary and secondary education, equal educational opportunities, federal assistance, Office of Inservice Education, Office of Personnel, State Agency for Property Utilization, School Finance, School Food Service, Office of School Management Assistance, Special Education, STate School for the Blind, Ohio School for the Deaf; TEacher Educaton and Certification, and Vocational Education.

OKLAHOMA

Information not available.

OREGON

Information not available.

PENNSYLVANIA

A July 1969 statute created the Department of Education, an administrative arm of state government headed by a Secretary of Education. A cabinet-level division of state government, the department contains some 26 administrative boards and commissions, one of which is the State Board of Education. Educational policies, standards, rules and regulations promulgated by the State Board of Educaion are binding upon the department. The department submits to the state board for approval all rules and regulations proposed by the department in the areas under the policy and control of the board. The department furnishes upon request of the board such data and information as the board may from time to time require, and the department provides administrative services for and on behalf of the board for the implementation of the board's policies, standards, rules and regulations.

The State Board of Education, created by the General Assembly in 1963, has 17 members, eight of whom serve also as members of the Council of Basic Education, eight as members of the Council of Higher Education. Each member is appointed by the governor, with the advice and consent of the Senate, for overlapping terms of 6 years. Not more than 2 members serving on each council maybe employed either in a school system, in the Department of Education, or by any educational institution. At least two members serving on each council have had previous experience with technical education or training. The governor designates, to serve at his pleasure, a member as chairman of the entire state board and a member of each council to act as chairman of that council.

Each council meets at the call of its chairman or at the request of a majority of the members. The chairman of the board and any of the members are entitled to attend the meetings of the councils. The chariman of the board may appoint special joint committees from among the members of the board to formulate policy proposals in those areas which fall within the purview of either council. The board employs and fixes the compensation of its staff. It assigns a member of the Pennsyvaia Departmentof Education staff to each council to serve as executive secretary.

The State Board of Education reviews the policies, standards, rules and regulations formulated by the councils and adopts policies and principles and establishes standards governing the educational program of the Commonwealth. It (1) hears appeals of school districts from decisions of the Council of Basic Education approving county plans of organization or administrative units, or approving or disapproving applications for the creation of new school districts or changes in the boundaries of existing school districts; (2) establishes when deemed advisable, committees of profesisonal and technical advisers to assist the councils in performing reseaarch studies undertaken by them; (3) reviews annually the budget requests of the Department of Education and educational institutions not part of the public school system, prior to their submission to the budget secretary; and (4) makes rules and regulations to carry out duties placed upon it by law. The board also sits as the State Board for Vocational Education and in this capacity sets policy and gives guidance to the development of vocational and technical education in Pennsylvania. The State Board of Education with its Council of

Higher Education also serves as the state higher education supervisory, regulatory and coordinating agency.

The State Board of Education engages in a constant review and appraisal of education in the Commonwealth. The board's evaluation takes into account such matters as educational objectives, alternative organizational patterns, alternative prgrams of study, and the operating efficiency of the educational system. The chairman of the state board refers all studies and investigations to one of its councils, and receives and places on the agenda the findings and recommendations of the councils for appropriate action by the board.

The Council of Basic Education is empowered to (1) approve each county plan for the organization of administrative units submitted to the department for approval or prepared by the department; (2) review the annual bduget requests for all educational programs other than higher educational programs; (3) investigate programs, conduct research studies, and formulate policy proposals in all educational areas not within the purview of higher education; (4) encourage and promote such agricultural, industrial, vocational and technical education programs as the needs of the Commonwealth may from time to time require; and (5) investigate and, if deemed approprate, make recommendations pertaining to the work of any schools of design or industrial arts or industrial schools to which the General Assembly may make an appropration.

The Council of Higher Education has the power, and its duty is to (1) develop a master plan for higher education in the Commonwealth, including a system of community colleges as provided by law; (2) review the annual budget requests of institutions of higher education; (3) develop standards for the approval of colleges and universities for the granting of certificates and degrees; (4) develop standards for all higher education building projects involving the use of state funds or the funds of any state instrumentality; and (5) investigate programs, conduct research studies, and formulate policy proposals in all areas pertaining to higher education in the Commonwealth, including a system of community colleges and technical institutes as provided by law.

The Secretary of Education is head of the Department of Education and chief executive officer of the State Board of Education. He is a member of the executive department of the Commonwealth and is appointed by and serves at the pleasure of the governor with the advice and consent of the Senate. The Secretary of Education, or his designated representative, is entitled to attend all meetings of the board and councils, and has the right to speak on all matters before the board and the councils but not to vote.

RHODE ISLAND

Mandated by the Education Act of 1981, a reorganization of the Rhode Island Department of Education established a Board of Regents for Elementary and Secondary Education. The act transferred to the Board of Regents the functions, powers, and duties of the Board of Education, Department of Education, and Commissioner of Education. The Board of Regents bears the responsibility of formulating and implementing a master plan for public elementary and secondary education in the state, determining fiscal priorities, setting standards, and supervising the evaluating results.

The Board of Regents consists of nine members, seven of whom are appointed by the Governor for overlapping terms of three years. The chairpersons of the House and Senate Finance Committees, or their designees, serve on the Board.

The Board of Regents is charged by the Education Act of 1981 with responsibility for: (1) creation and implementation of a systematic program of information gathering, processing, and analysis; (2) establishment of a master plan defining broad goals and objectives for elementary and secondary education in the state; (3) formulation of broad policy to implement the goals and objectives established by the regents from time to time, exercising general supervision over all public elementary and secondary education in the state, and performing duties previously vested in the Board of Education relative to nonpublic educational institutions; (4) coordination of various educational functions among the educational agencies of the state and local districts and promoting cooperation among them; (5) preparation and presentation of the annual educational budget, which includes among other budgets those of the Department of Education, subordinate boards and agencies, and state aid to local school districts; (6) establishment of a Department of Education, provision for its staffing and organization and appointment as its chief executive officer and as chief administrative officer of the department, a Commissioner of Education who serves at its pleasure; and (7) establishment of other educational agencies or boards necessary or desirable for the conduct of any or all aspects of education.

There are presently no operative subsidiary boards or commissions; responsibility for public elementary and secondary education in the state is assumed by the Board of Regents.

SOUTH CAROLINA

The State Department of Education is not expressly provided for in state law even though the term is used in the statutes. The manner in which it is used would indicate that the Department (1) provides administrative leadership and ensures that school districts comply with board regulations; (2) administers the annual appropriation for education in compliance with laws and directives passed by the General Assembly and rules and regulations of the State Board of Education; and (3) administers monies received from the federal government and from other sources in compliance with federal and state regulations.

The State Board of Education consists of 17 members, 16 elected by the legislative delegations of the respective judicial circuits, and one appointed by the governor, selected for four-year terms on staggered intervals. A policy body designed to regulate, evaluate, upgrade, and control the statewide educational system, the Board selects its chairman and vice chariman to serve for such terms as the board may designate. The Superintendent of Education serves as secretary and administrative officer to the board; the board adopts its own rules and procedures. The board has express power to approve budget requests for the institutions, agencies, and services under control of the board; adopt minimum standards for education; and prescribe and enforce rules for teacher certification and examination, courses of study for the public schools, and the use of textbooks and other instructional materials. The board also serves as the State Board of Vocational Training. It is not the state board or agency for vocational rehabilitation.

The State Superintendent of Education is a constitutional officer and is elected in the same manner as other state officers at each general election on a partisan ballot for a four year term which runs concurrently with that of the governor. Under the state constitution, the superintendent is the chief administrative officer of the public education system; his powers, duties and compensation are defined by the General Assembly. The superintendent is charged with the general supervision over and management of all public school funds provided by the state and federal governments. He is designated as the board's administrative officer and secretary.

The South Carolina Commission on Higher Education, established in 1967, is the state coordinating board for postsecondary education.

Members of the commission, numbering 18, are appointed by the governor for staggered four year terms. Three must be appointed from each of the state's six congressional districts. Of these two from each district are appointed with the advice and consent of the state legislative delegation in the district, and the third on the recommendation of a majority of those legislators. Commission members may serve no more than two consecutive terms. Employees, or members of governing boards, of public or private institutions may not be appointed.

The commission elects its own chairman, annually, who may serve in that capacity for no more than four consecutive years. Standing committees on Financial Affairs, Academic Affairs, Health Affairs, Facilities, Long Range Planning, Legislative Relations, and on Implementation of the State

Desegregation Plan are each served by one or more advisory committees made up of institutional representatives and laymen. The Commission is also advised by the Council of Presidents of Public Colleges and Universities, and by an advisory Council of Private College Presidents.

The commission annually receives and evaluates requests for state appropriations from all public institutions and systems and makes a request for appropations, on behalf of those institutions and systems to the governor and the General Assembly. No new program may be initiated by a public institution without the approval of the commission or the General Assembly and the commission has the authority to recommend termination of any existing program in any public institution. All requests for additional physical facilities or major modifications to existing facilities at any public institution must be reviewed by the commission.

The General Assembly directed in 1978 that the Commisison produce a Master Plan, add, review or revise it annually. The original plan was endorsed by the General Assembly in 1980. The Commission is also charged with monitoring the South Carolina Plan for Equity and Equal Opportunity in Public Colleges and Universities, approved by the U.S. Department of Education in July, 1981.

The Commission is authorized to engage in studies encompassing all of higher education generally, and to make recommendations as it deems appropriate to the institutions, the governor, or the General Assembly. The Commission is also authorized to act on behalf of the state in implementing certain federal programs, to administer a modest program of state grants for students, and to administer interstate programs on behalf of South Carolina as a member of the Southern Regional Education Compact.

The Commission has a total staff authorization of 21 positions, headed by an executive director.

SOUTH DAKOTA

Information not available.

TENNESSEE

The Department of Education is an administrative unit of the state government.

The Commissioner of Education is the administrative head and chief executive officer of the state Department of Education. He is appointed by and serves at the pleasure of the governor, and is a member of the governor's cabinet. He is an ex officio member and chairman of the State Board of Education with the power to vote. He is executive officer of the State Board of Vocational Education. He is empowered to appoint, subject to the governor's approval, all heads and subordinates in the department, except for the Divisions of Vocational Education and Vocational Rehabilitation, which are the responsibility of the Board of Vocational Education.

The State Board of Education consists of the governor, the Commissioner of Education as chairman, and 12 members, four from each of the three grand divisions into which the state is divided for some purposes, residents of the state, appointed by the governor. Each of the two leading polital parties is represented on the board by at least three members, each for a term of 9 years. The executive director of the Tennessee Higher Education Commission is an ex officio nonvoting member of the State Board of Education. The board is ex officio the Board of Vocational Education and is associated with the Department of Education for purposes of administration. As the Board of Vocational Education, the State Board of Education is charged with the administration of the laws governing the Divisions of Vocational Education and Vocational Rehabilitation in the department, and employs the professional staff members of these two divisions. The board maintains and controls a number of state education institutions.

While the regional state universities, community colleges, special schools, and technical institutes are governed by the State Board of Education, the University of Tennessee Board of Trustees is a statutory institutional board responsible for governance of the University of Tennessee System, which includes five campuses. The university is a legal entity, a body politic and corporate as one of the state's federal land grant institutions governed by its own board of trustees. The governor, the commissioners of agriculture and education, and the president of the university are ex offocio members of the board of trustees; the executive director of the Tennessee Higher Education Commission is an ex officio nonvoting member of the Board of Trustees. In addition to the five ex officio members, the board consists of 16 members appointed by the governor for terms of 9 years.

Created in order to achieve coordination and unity in the program of public higher education in the state, the Tennessee Higher Education Commission is charged with studying, on a continuing basis, the use of public funds for higher education in Tennessee and analyzing programs and needs in the field of education. Additionally, the commission undertakes such specific duties as may be directed by resolution of the General Assembly or as may be requested by the governor. The commission consists of nine members appointed by the governor, three of whom reside in each grand division of the state, for overlapping terms of 9 years. At least one-third of the appointive members represent the principal minority party in the state. The commission is empowered to employ an executive director, and, with approval of the commissioner of personnel, such other profesional and staff employees as may be appropriate for the efficient discharge of its duties. The commission elects from its membership a chairman and secretary.

Primary duties of the commission in addition to those already mentioned pertain to (1) development of a master plan for the future development of public higher education in Tennessee; (2) development of policies and formulas or guidelines for fair and equitable distribution and use of public funds among the state's institutions of higher learning; (3) study of the need for and relevance of particular programs, departments, academic divisions, branch operations, extension service, adult education activities, public service activities, and work programs of the various instiutions of higher learning; (4) review and approval of all service activities and work programs of the various institutions of higher learning; (5) review and approval of all proposals for new degrees or degree programs, or for the establishment of new academic depeartments or divisions within the various institutions of higher learning; (6) provision of a program of public information concerning higher education in the state; (7) study of the establishment of new institutions of higher learning and related variables involved therein; and (8) submission of a biennial report to the governor and the General Assembly concerning major developments, trends, new policies, budgets, and financial considerations.

TEXAS

Information not available.

UTAH

The State Office of Education is analogous to the department of education in many other states. The State Superintendent of Public Instruction is the executive officer of the board, which is vested with the general control and supervision of the public school system.

The State Board of Education consists of 9 members elected on a nonpartisan ballot by qualified electors according to election districts, or appointed to fill unexpired terms by the governor. There are nine numbered election districts. Members are elected to 4-year overlapping terms.

General control and supervision of the public school system is vested in the State Board of Education, which adopts rules and regulations to eliminate and prevent unnecessary duplication of work or instruction in any branch or division of the public school system, preschool through university and adult. The board is charged with general policymaking in regard to the system as a whole, and with general superintendence of the district schools of the state and of the school revenue set apart and appropriated for their support.

The Superintendent of Public Instruction is appointed by and serves at the pleasure of the State Board of Education. As the executive officer of the board, the Superintendent has full power to investigate all matters pertaining to the publc schools and performs such other duties as the State Board of Educaion may require.

The State Board of Regents is the statutory governing board for Utah's system of public higher education and the successor to the boards of regents and trustees established prior to 1896. The board is vested with the control, management, and supervision of the following institutions of higher education in a manner consistent with the policy and purpose of the law and the specific powers and responsibilities granted to it: The University of Utah, the Utah State University of Agriculture and Applied Science, Weber State College, Southern Utah State College, the College of Eastern Utah, Snow College, Dixie College, and the Utah Technical Colleges at Salt Lake City and Provo.

The board consists of 16 resident citizens of the state, appointed by the governor with the consent of the Senate, plus the lietenant governor serving as an ex officio member. Not more than 9 members are at any time from one political party. Persons are selected from the state at large with due consideration for geographical representation. Appointments to vacancies on the board occurring as the result of the expiration of the term of office of board members are made for 6-year terms regardless of the length of the expiring terms of office, except that one of the regents is a student appointed for a one-yeear term.

The board selects and apoints a commissioner of higher education to serve as its chief executive officer, sets his salary, and prescribes his duties and functions; he serves at the pleasure of the board.

The board is charged with establishing, maintaining, and implementing an up-to-date master plan which includes but is not limited to: (1) statewide planning of public higher education in terms of aims, purposes, and objectives; (2) establishing and defining the role and programs of each institution within the system; (3) establishing criteria for and determination of the future needs and reqirements for new programs and new institutions and/or the elimination, curtailment, or consolidation of existing programs and facilities; (4) providing for the initiation and financing of such projects as are deemed necessary to meet and satisfy the projected patterns of growth and maintenance; (5) establishing criteria for and determination of the operating and capital budgetary needs of each institution and the system as a whole; (6) recommending the methods and sources of future financial support of the higher education system; (7) establishing procedures for the develoment of maximum utilization of existing facilities as suggested by space utilization studies conducted by the State Building Board; and (8) securing an adequate and coordinated program for the junior colleges and the vocational, technical, and paraprofessional institutions and departments in the state system of higher education. The State Board of Vocational Education provides vocational education staff assistance to the State Board of Regents in support of master planning activities required in the law as they relate to vocational-technical education.

Each of the institutions which are members of the state system of higher education has an institutional council with certain statutory responsibilities for fundraising and community relations. The state board also has delegated certain of its powers over student relations, faculty appointments, and other matters of local concern to the presidents and the councils.

VERMONT

Information not available.

VIRGINIA

The terms "Office of the Superintendent of Public Instruction" and "Department of Education" are used a few times in the law, but are not expressly defined. When used they generally refer to the Superintendent and his staff.

The general supervision of the public school system is vested in the State Board of Education of nine members, appointed by the governor subject to confirmation by the General Assembly. Appointments are for 4-year overlapping terms, except that those to fill vacancies are for the unexpired terms. Since the terms are staggered, no more than three regular appointments are made in the same year. The board's rules and regulations when published and distributed have the force and effect of law until revised, amended or repealed bythe General Assembly, or until they are revised, amended, or rescinded by the state board. The board is authorized to do all things necessary to stimulate and encourage local supervisory activities and interest in the improvement of the elementary and secondary schools; it may provide for the accreditation of elementary and secondary schools in accordance with standards it prescribes. The board is delegated to act as the State Board of Vocational Education, but responsibility for matters relating to the Division of Vocational Rehabilitation and the Woodrow Wilson Rehabilitation Center resides in the Virginia Board of Vocational Rehabilitation.

The State Superintendent of Public Instruction, who is an experienced educator, is appointed by the governor, subject to confirmation by the General Assembly, for a term coincident with that of the governor making the apointment, but the General Assembly may alter by statute this method of selection and term of office. The Superintendent prepares and furnishes such blanks for teachers, attendance officers, and other school officials as are required by law. The board prescribes the duties of the Superintendent of Public Instruction, in addition to those duties otherwise presribed for him by law, and in its discretion, subject to the provisions of the law, approves the appointment by the Superintendent of such employees as are necessary, and fixes their salaries. The membership, ex officio, of the Superintendent of Public Instruction on the governing bodies of the educational institutions receiving appropriations from the state ceased in 1966. The Superintendent serves as secretary to the State Board of Education.

WASHINGTON

No information available.

WEST VIRGINIA

For carrying into effect the provisions of the school laws of West Virginia, the State Superintendent of Schools is charged with maintaining a Department of Education.

The State Board of Education, known as the West Virginia Board of Education, consists of 11 members, nine of whom are citizens of the state appointed by the governor, by and with the advice and consent of the senate, for overlapping terms of 9 years. The State Superintendent of Schools and the chancellor of the Board of Regents serve as ex officio members of the Bard of Education. At least two but not more than three members are appointed from each congressional district. No more than five of the nine appointive members belong to the same political party, and no person is eligible for appointment to membership on the state board who is a member of any political party executive committee or holds any other public office or public employment under the federal or state governments. Subject to and in conformity with the constitution and laws of the state, the board of education determines the educational policies of the state.

The board is empowered to make rules for carrying into effect the laws and policies of the state relating to education The Board of Education serves as the State Board of Vocational Education The State Superintendent of Schools is the chief executive officer of the Board of Education; the Board of Vocational Education appoints a director who administers the Division of Vocational Rehabilitation independently of the State Superintendent of Schools. All powers, duties and authorities which the Board of Education had with respect to state colleges and universities prior to July 1, 1969 were transferred to the West Virginia Board of Regents, but the standards for the education of teachers and teacher preparation programs at the state colleges and universities continue to be under the general direction and control of the Board of Education.

The State Superintendent of Schools is appointed by the State Board of Educaton and serves at its will and pleasure. The Superintendent has general supervision of the free schools of the state and is chief executive officer and ex officio member of the Board of Education. The Superintendent is charged with the general supervision of all county superintendents and county boards of education within the state.

The West Virginia Board of Regents consists of 10 members, one of whom is the State Superintendent of Schools, ex officio, not entitled to vote. The other nine members are state citizens appointed by the governor, with the advice and consent of the Senate, for overlapping terms of 6 years. The West Virginia Legislature now stipulates that one member, with full voting rights, be a student and one member must be a representative of the faculty. Of the nine voting members appointed by the governor from the public at large, not more than five may belong to the same political party, and at least one member is appointed from each congressional district. A statutory state agency, the board has the general determination, control, supervision, and management of the financial, business, and educational policies and affairs of all state colleges and universities. The board's responsibilities include, without limitation, the making of studies and recommendations relating to all aspects of higher education in West Virginia; describing and allocating among the state colleges and universities specific functions and responsibilities to meet higher educational needs of the state and avoid unnecessary duplication; and considering, revising, and submitting to the appropriate agencies of the executive and legislative branches of state government separate budget request on behalf of the state colleges and universities or, in the discretion of the board, submitting a single budget for the state colleges and universities and allocating among them appropriations made.

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WISCONSIN

The Superintendent of Public Instruction is a constitutional administrative officer elected on a nonpartisan ballot by the qualified electors of the state for a 4-year term. The supervision of public instruction is vested in the State Superintendent and such other officers as the legislature directs; their qualifications, powers, duties, and compensation are prescribed by law. There is no State Board of Education for public elementary and secondary education in Wisconsin, but there is created a Department of Public Instruction under the direction and supervision of the State Superintendent.

WYOMING

The State Department of Education consists of the State Superintendent of Public Instruction, the State Board of Education, and staffs. The general supervision of the public schools is entrusted to the State Superintendent, who is the administrative head and chief executive officer of the department.

The State Board of Education is composed of nine members, at least one from each judicial district. One member is appointed at large and is a certified classroom teacher at the time of appointment; one other member is also appointed at large and is a certified school administrator at the time of appointment. The other seven members of the board are appointed from among lay citizens who are electors of the state, known for their public spirit, business or professional ability, and interest in education. No more than five members are from one political party. All members are appointed by the governor with the approval of the senate for overlapping terms of 6 years. The State Superintendent is a non-voting, ex officio member of the board.

The board (1) prescribes minimum standards with which public schools and other educational institutions receiving money from any state funds, except the University of Wyoming and the community colleges, must comply; (2) with or without the assistance of the State Superintendent, enforces the rules and regulations adopted by law by taking appropriate administrative action in compliance with law, including such orders as are necessary to withhold state funds from any school, school district, or institution failing to comply with any applicable law or with the minimum standards prescribed by the state board (3) prescribes rules and regulations for administering the laws governing the certification of school administrators, teachers, and other personnel to require either examination in specified subjects or the completion of courses in approved institutions whose graduates may receive certificates, and provides for the issuance of Wyoming certificates based upon certificates granted in other states; (5) maintains placement lists of all teachers employed in the state and such other teachers within or without the state as desire to register with the Department of Education; (6) conducts investigations within or without the State regarding educational needs and means of improving conditions to ensure an adequate educational system for the state of Wyoming; and (70 provides a uniform system of accounting and reporting of school district income and disbursement.

The Superintendent of Public Instruction is a constitutional officer elected on a partisan ballot for a 4-year term. General supervision of the public schools is entrusted to the Superintendent, who is the administrative head and chief executive officer of the Department of Education. The Superintendent is a nonvoting, ex officio member of the State Board of Education. Charged with assisting the State Board in the performance of its duties and responsibilities, the Superintendent makes such rules and regulations, consistent with the Wyoming Education Code, as may be necessary. Additionally, the Superintendent consults with and advises the State Board, local school boards, local school administrators, teachers, and interested citizens, and seeks in every way to develop public support for a complete and uniform system of education for the citizens of the State; and except as otherwise provided by law, decides controversies arising from or concerned with the administration of the state school system, involving rules, regulations, orders, or directives promulgated by the State Superintendent, the State Department, or the State Board; in all such cases, her decision is and constitutes the final administrative determination. She confers with the Board of Trustees and the College of Education of the University of Wyoming concerning the courses of study in the College of Education and the University of Wyoming.

PUERTO RICO

With the signing of the Treaty of Paris on December 10, 1898, ending the Spanish-American War, the island of Puerto Rico ceased to be a Spanish colony and became an unincorporated territory of the United States. In 1952 it attained its present status as a Commonwealth (Estrado Libre Asociado---Free Associated State). While voluntarily remaining associated with the United States as American citizens, the Puerto Ricans are free to govern themselves and manage their own affairs within the framework of the U.S. Constitution.

Charged with formulating the educational philosophy of the Government of Puerto Rico, the Commonwealth Secretary of Education is appointed by and serves at the pleasure of the governor. Additionally, the Secretary serves as executive officer and chairman of the Commonwealth Board for Vocational and Technical Education and as a member of the Higher Education Council.

The Commonwealth Board for Vocational and Technical Education is composed of, in addition to the Secretary of Education, the Secretaries of Agriculture, Commerce, Labor, Health, and Social Services; Administrator of the Economic Development Administration; the Administrator of the Right to Employment Administration, the Administrator of the Youth Action Administration, the President of the University of Puerto Rico and five other members who represent industry, commerce, labor, youth and home and who are designated by the governor. The appointed members serve overlapping terms of 4 years.

The Board has authority to cooperate with the Federal Board for Vocational Education in the administration of the provisions of federal programs and to do all things necessary to qualify Puerto Rico for federal funds.

The board shall have the responsibility of formulating the general policy that shall govern the educational programs of advanced skills and vocational and technical education.

The board makes an annual report to the governor covering the status and progress of vocational education during the year and includes in it an itemized statement showing receipts and expenditures.

The Commonwealth Advisory Council for Vocational and Technical Education consists of 21 members appointed by the governor for overlapping terms of 3 years. The council is composed generally of persons (1) acquainted with vocational needs in management, industry and socioeconomic development matters; (2) representing the community, institutions of higher education, vocational schools, technical institutes, agencies and other institutions of adult and of post secondary teaching which provide education and technical and vocational training prgrams; (3) acquainted with and experienced in the administration of programs of vocational education; and (4) representing such interests as local educational agencies, human resources, and the general public.

The advisory council (1) advises the Commonwealth Board for Vocational and Technical Education on matters relative to the administration of the Commonwealth Plan, including the preparation of annual and long range plans; (2) evaluates vocational and technical programs, services and activities within its purview, and publishes and distributes the results; and (3) prepares and submits reports of the evaluation to the Secretary of Education of the United States and to other proper parties.

The institutional governing board for the University of Puerto Rico is the Council on Higher Education, which is composed of the Secretary of Education and eight members who (1) represent as adequately as possible the public interest in higher learning, (2) are appointed by the governor with the advice and consent of the Senate, and (3) hold office until their sucessors are pointed and qualify. With the exception of the Secretary of Education, appintments are for overlapping terms of 6 years. The council (1) fosters higher education in Puerto Rico pursuant to standards adopted for the purpose (2) formulates the directives for the general orientation and development of the university; (3) examines and approves the general operation standards proposed by the latter's legislative and administrative bodies, and (4) supervises the general functioning of the institution.

The University of Puerto Rico has all the attributes, perogatives, responsibilities and functions pertaining to a body corporate in charge of higher education, which it exercises through the council, which adopts and promulgates rules for the accrediting of private higher educaton in Puerto Rico, upon hearing the institutions concerned. The council accredits private institutions of higher education in Puerto Rico, for which it has the benefit of the Advisory Board on Accreditation of Private Higher Education, which passes on each application for accreditation. The advisory board is composed of the Secretary of Education, an educator performing university functions in each duly accredited university level institution existing in Puerto Rico, and an additional number of educators equal to the number of those appointed from each accredited private university.

217

DISTRICT OF COLUMBIA

Information not available.

AMERICAN SAMOA

Information not available.

GUAM

Information not available.

TRUST TERRITORIES OF THE SOUTH PACIFIC

Information not available.

VIRGIN ISLANDS

Information not available.

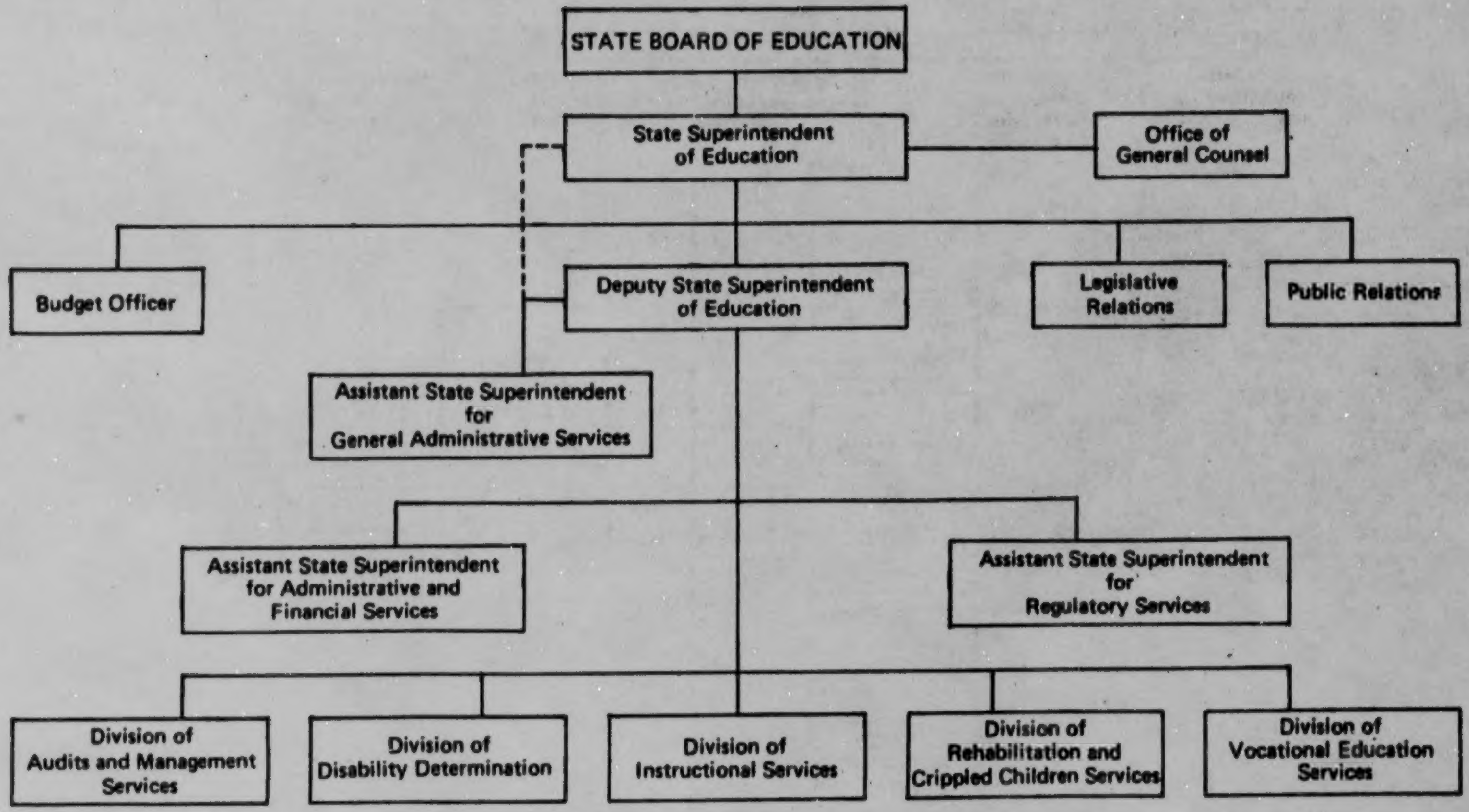
222

APPENDIX B

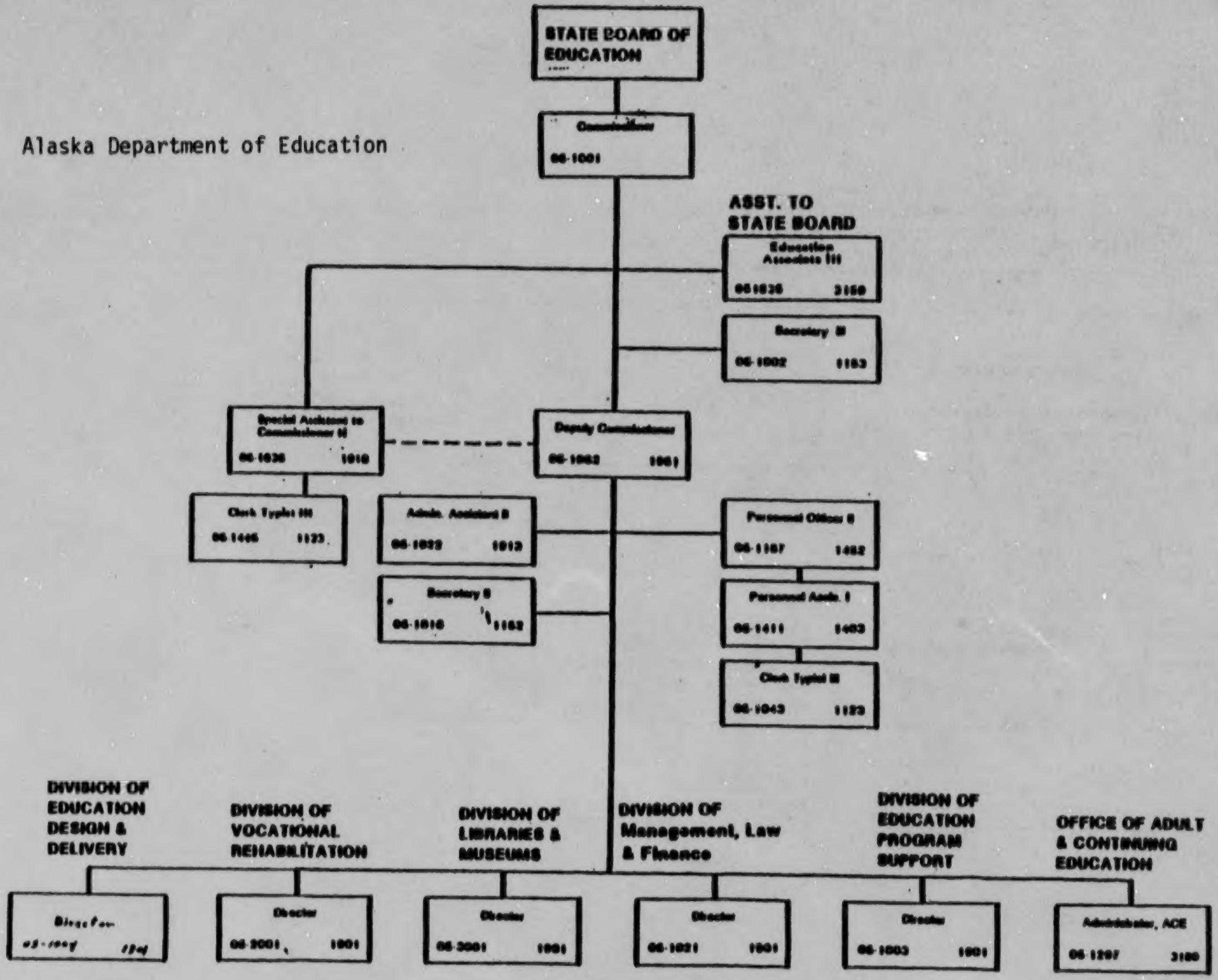
STATE EDUCATION AGENCY ORGANIZATION CHARTS

These charts were gathered over the summer of 1982 and show the operating organizational structure of the agencies on August 1, 1982.

STATE OF ALABAMA
DEPARTMENT OF EDUCATION


STATE BOARD OF EDUCATION
State Superintendent of Education
Office of General Counsel
Budget Officer
Deputy State Superintendent of Education
Legislative Relations
Public Relations
Assistant State Superintendent for General Administrative Services
Assistant State Superintendent for Administrative and Financial Services
Assistant State Superintendent for Regulatory Services
Division of Audits and Management Services
Division of Disability Determination
Division of Instructional Services
Division of Rehabilitation and Crippled Children Services
Division of Vocational Education Services

Alaska Department of Education


STATE BOARD OF EDUCATION
Commissioner
06-1001
ASST. TO STATE BOARD
Education Associate III
061836 3150
Secretary III
06-1002 1153
Special Assistant to Commissioner III
06-1036 1010
Deputy Commissioner
06-1062 1901
Clerk Typist III
06-1446 1123
Admin. Assistant II
06-1032 1013
Secretary II
06-1016 1152
Personnel Officer II
06-1107 1482
Personnel Asst. I
06-1411 1403
Clerk Typist III
06-1043 1123
DIVISION OF EDUCATION DESIGN & DELIVERY
Director
06-1004 1901
DIVISION OF VOCATIONAL REHABILITATION
Director
06-2001 1901
DIVISION OF LIBRARIES & MUSEUMS
Director
06-3001 1901
DIVISION OF Management, Law & Finance
Director
06-1021 1901
DIVISION OF EDUCATION PROGRAM SUPPORT
Director
06-1003 1901
OFFICE OF ADULT & CONTINUING EDUCATION
Administrator, ACE
06-1297 3180

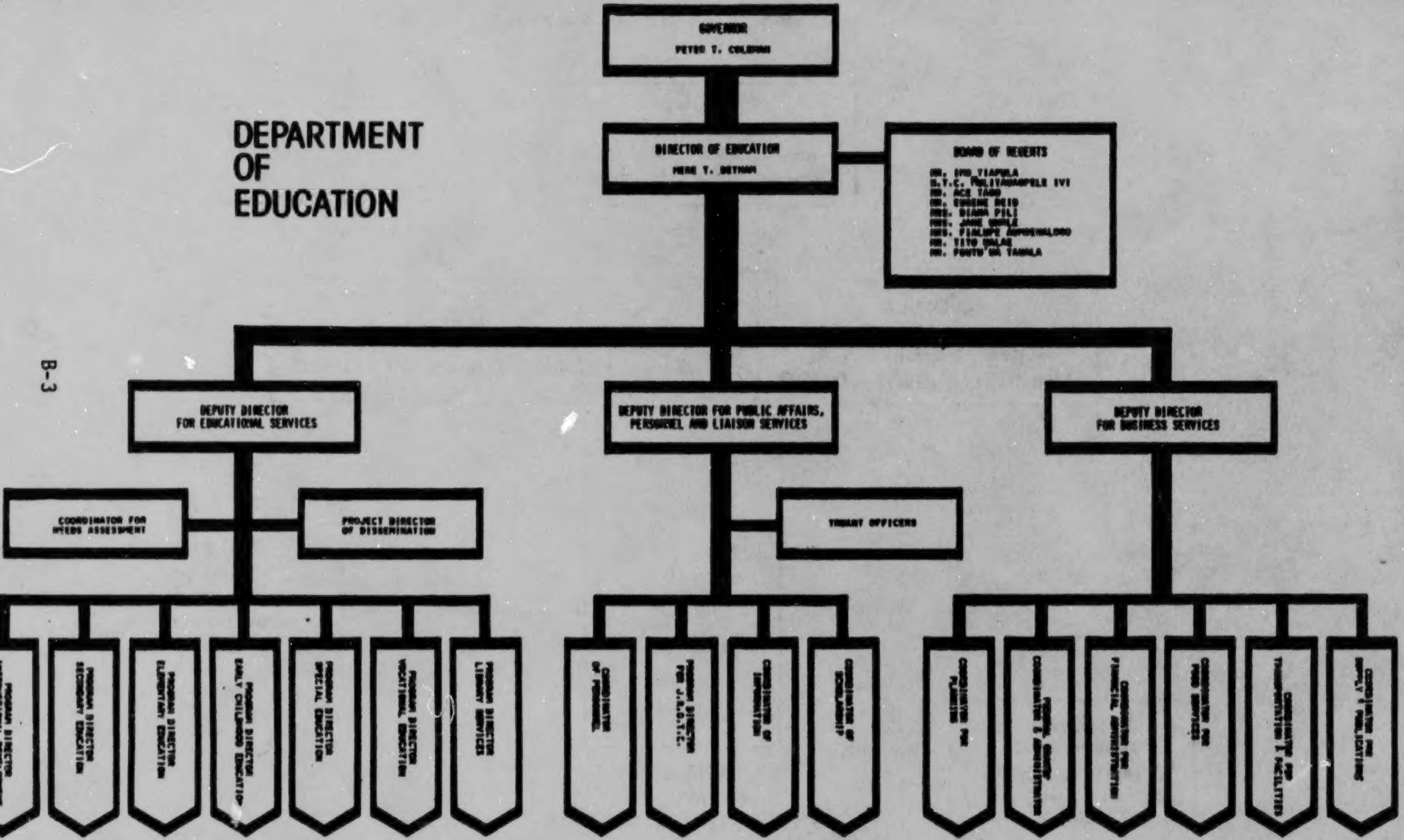
Approved: ______________________________
Commissioner of Education

____
Commissioner of Administration

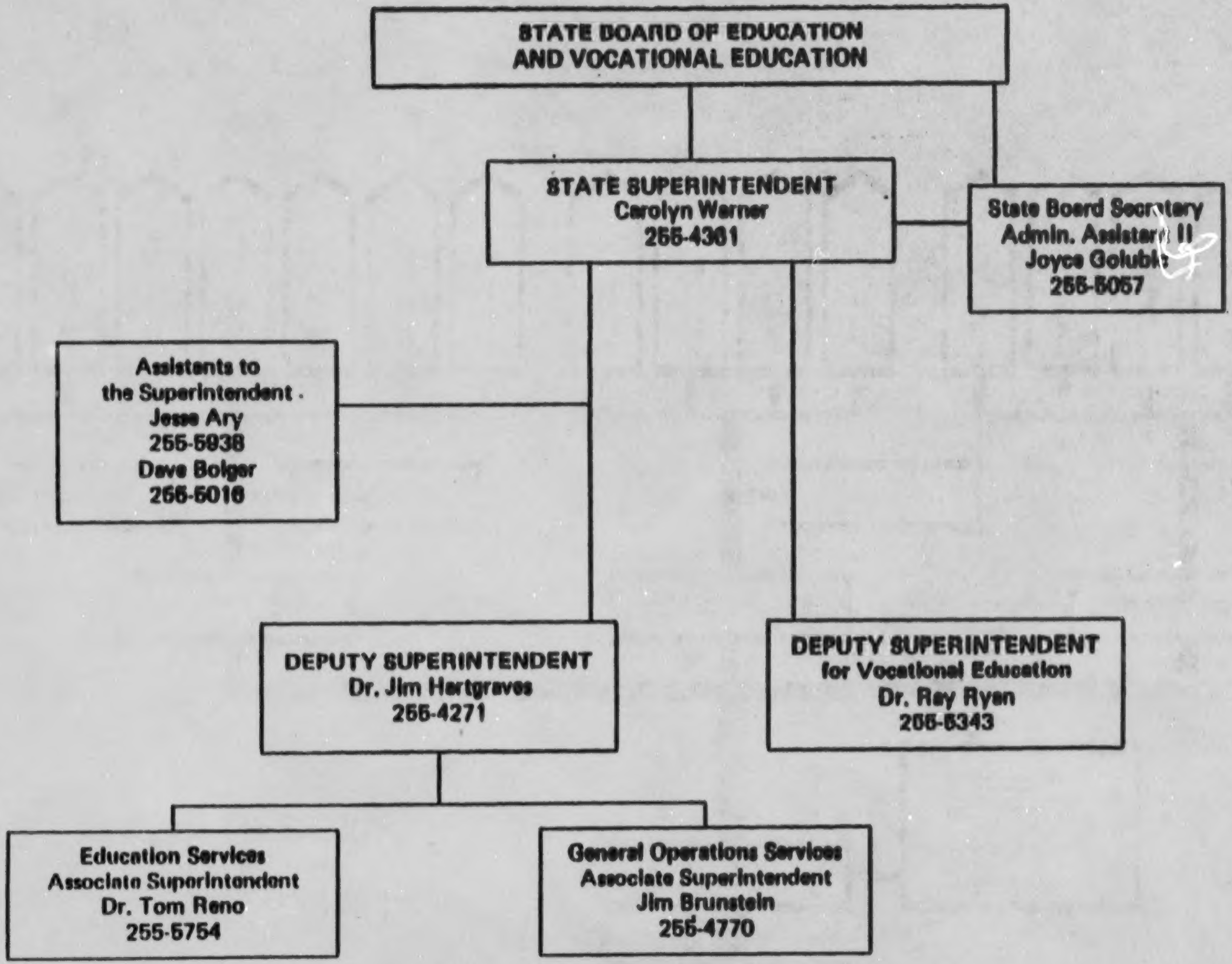
Effective Date: ______________________________

B-2

DEPARTMENT OF EDUCATION

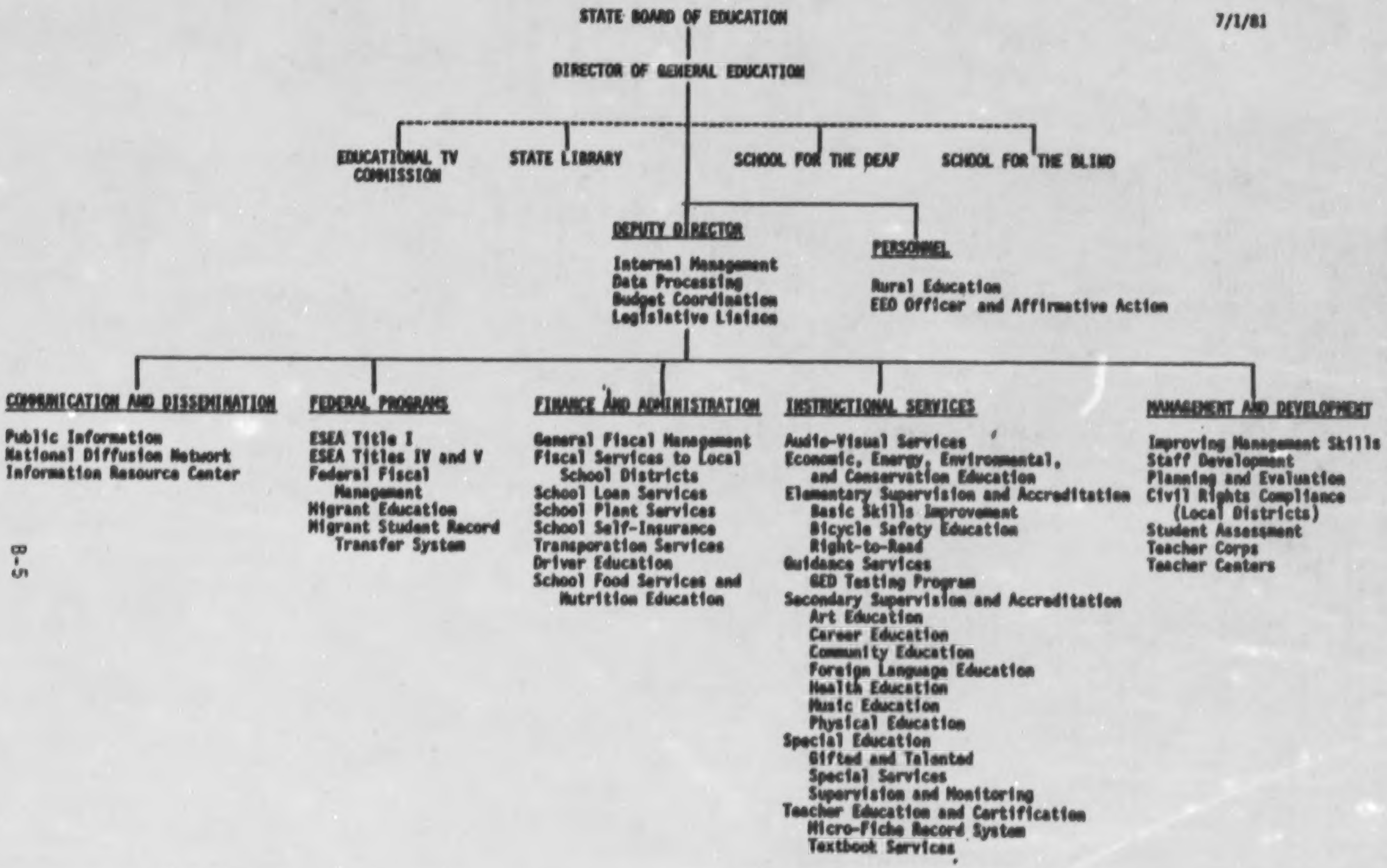

GOVERNOR
PETER T. COLEMAN
DIRECTOR OF EDUCATION
MERE T. BETHAM
BOARD OF REGENTS
MR. SPO TIAPULA
S.T.C. FOLITAUMAPELE IVI
MR. ACE TAGO
MR. EUGENE REID
MRS. DIANA PILI
MRS. JANE UWELE
MRS. FIALUPE AGUINALDO
MR. TITO MALAE
MR. FOUTU OA TAGALA
DEPUTY DIRECTOR FOR EDUCATIONAL SERVICES
DEPUTY DIRECTOR FOR PUBLIC AFFAIRS, PERSONNEL AND LIAISON SERVICES
DEPUTY DIRECTOR FOR BUSINESS SERVICES
COORDINATOR FOR NEEDS ASSESSMENT
PROJECT DIRECTOR OF DISSEMINATION
TRUANT OFFICERS
PROGRAM DIRECTOR INSTRUCTIONAL DEVELOPMENT
PROGRAM DIRECTOR SECONDARY EDUCATION
PROGRAM DIRECTOR ELEMENTARY EDUCATION
PROGRAM DIRECTOR EARLY CHILDHOOD EDUCATION
PROGRAM DIRECTOR SPECIAL EDUCATION
PROGRAM DIRECTOR VOCATIONAL EDUCATION
PROGRAM DIRECTOR LIBRARY SERVICES
COORDINATOR OF PERSONNEL
PROGRAM DIRECTOR FOR J.R.O.T.C.
COORDINATOR OF INFORMATION
COORDINATOR OF SCHOLARSHIP
COORDINATOR FOR PLANNING
FEDERAL GRANTS COORDINATOR & ADMINISTRATOR
COORDINATOR FOR FINANCIAL ADMINISTRATION
COORDINATOR FOR FOOD SERVICES
COORDINATOR FOR TRANSPORTATION & FACILITIES
COORDINATOR FOR SUPPLY & PUBLICATIONS

American Samoa


STATE BOARD OF EDUCATION
AND VOCATIONAL EDUCATION
STATE SUPERINTENDENT
Carolyn Warner
255-4361
State Board Secretary
Admin. Assistant II
Joyce Golubic
255-5057
Assistants to
the Superintendent
Jesse Ary
255-5938
Dave Bolger
255-5016
DEPUTY SUPERINTENDENT
Dr. Jim Hartgraves
255-4271
DEPUTY SUPERINTENDENT
for Vocational Education
Dr. Ray Ryan
255-5343
Education Services
Associate Superintendent
Dr. Tom Reno
255-5754
General Operations Services
Associate Superintendent
Jim Brunstein
255-4770

Arizona Department of Education

July, 1982



7/1/81

STATE BOARD OF EDUCATION

DIRECTOR OF GENERAL EDUCATION

EDUCATIONAL TV COMMISSION

STATE LIBRARY

SCHOOL FOR THE DEAF

SCHOOL FOR THE BLIND

DEPUTY DIRECTOR

Internal Management
Data Processing
Budget Coordination
Legislative Liaison

PERSONNEL

Rural Education
EEO Officer and Affirmative Action

COMMUNICATION AND DISSEMINATION

- Public Information
- National Diffusion Network
- Information Resource Center

FEDERAL PROGRAMS

- ESEA Title I
- ESEA Titles IV and V
- Federal Fiscal Management
- Migrant Education
- Migrant Student Record Transfer System

FINANCE AND ADMINISTRATION

- General Fiscal Management
- Fiscal Services to Local School Districts
- School Loan Services
- School Plant Services
- School Self-Insurance
- Transporation Services
- Driver Education
- School Food Services and Nutrition Education

INSTRUCTIONAL SERVICES

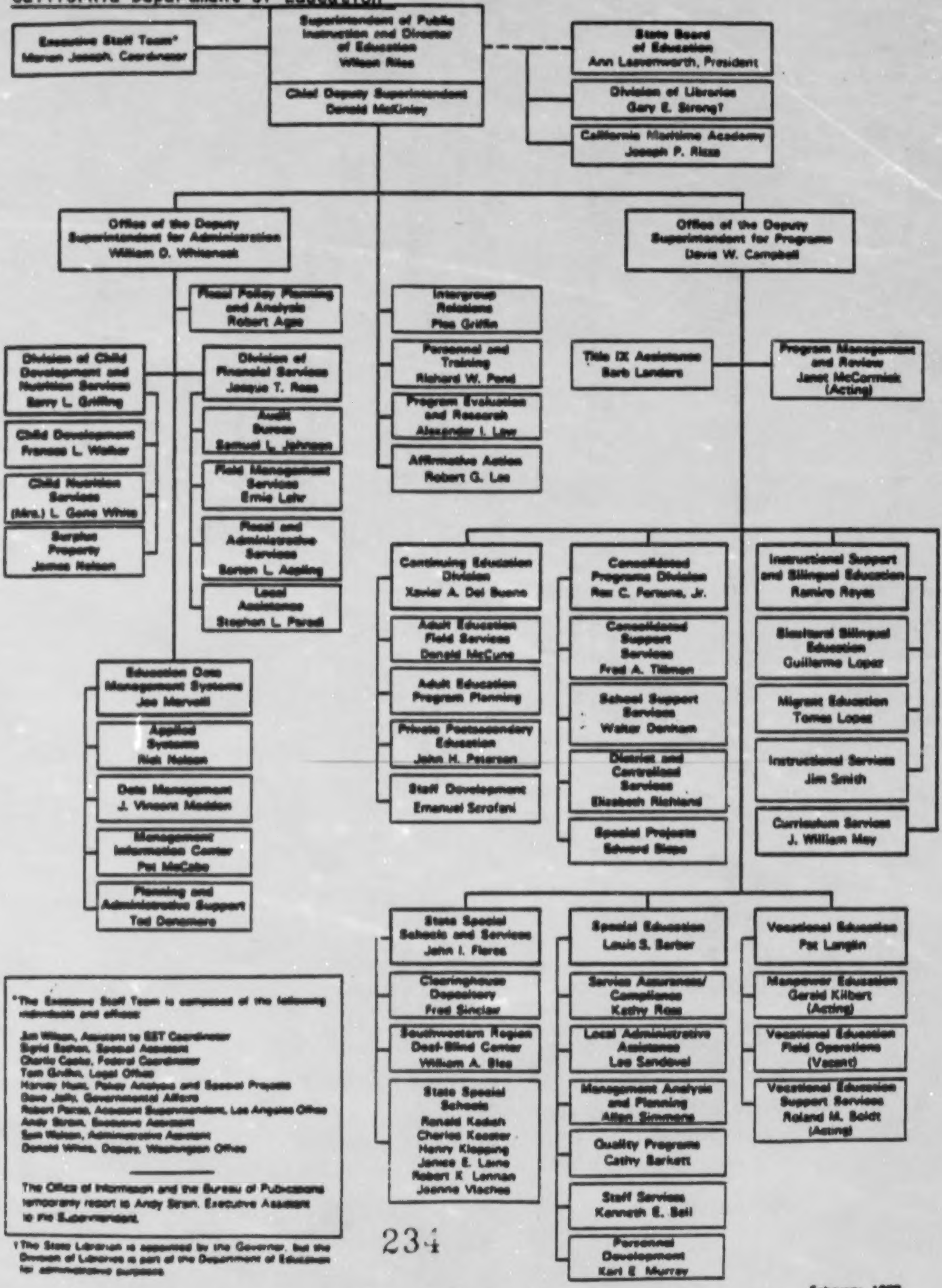
- Audio-Visual Services
- Economic, Energy, Environmental, and Conservation Education
- Elementary Supervision and Accreditation
  - Basic Skills Improvement
  - Bicycle Safety Education
  - Right-to-Read
- Guidance Services
  - GED Testing Program
- Secondary Supervision and Accreditation
  - Art Education
  - Career Education
  - Community Education
  - Foreign Language Education
  - Health Education
  - Music Education
  - Physical Education
- Special Education
  - Gifted and Talented
  - Special Services
  - Supervision and Monitoring
- Teacher Education and Certification
  - Micro-Fiche Record System
  - Textbook Services

MANAGEMENT AND DEVELOPMENT

- Improving Management Skills
- Staff Development
- Planning and Evaluation
- Civil Rights Compliance (Local Districts)
- Student Assessment
- Teacher Corps
- Teacher Centers

The Organization Chart of the Department of Education

California Department of Education


Superintendent of Public Instruction and Director of Education
Wilson Riles
Chief Deputy Superintendent
Donald McKinley
Executive Staff Team*
Marion Joseph, Coordinator
State Board of Education
Ann Leavenworth, President
Division of Libraries
Gary E. Strong†
California Maritime Academy
Joseph P. Rizza
Office of the Deputy Superintendent for Administration
William D. Whiteneck
Office of the Deputy Superintendent for Programs
Davis W. Campbell
Fiscal Policy Planning and Analysis
Robert Agee
Intergroup Relations
Ples Griffin
Personnel and Training
Richard W. Pond
Program Evaluation and Research
Alexander I. Law
Affirmative Action
Robert G. Lee
Division of Child Development and Nutrition Services
Barry L. Griffing
Child Development
Frances L. Walker
Child Nutrition Services
(Mrs.) L. Gene White
Surplus Property
James Nelson
Division of Financial Services
Jacque T. Ross
Audit Bureau
Samuel L. Johnson
Field Management Services
Ernie Lehr
Fiscal and Administrative Services
Burton L. Appling
Local Assistance
Stephen L. Parodi
Education Data Management Systems
Joe Marvelli
Applied Systems
Rick Nelson
Data Management
J. Vincent Madden
Management Information Center
Pat McCabe
Planning and Administrative Support
Ted Dondero
Title IX Assistance
Barb Landers
Program Management and Review
Janet McCormick (Acting)
Continuing Education Division
Xavier A. Del Buono
Adult Education Field Services
Donald McCune
Adult Education Program Planning
Private Postsecondary Education
John H. Peterson
Staff Development
Emanuel Scrofani
Consolidated Programs Division
Rex C. Fortune, Jr.
Consolidated Support Services
Fred A. Tillman
School Support Services
Walter Denham
District and Centralized Services
Elizabeth Richland
Special Projects
Edward Slope
Instructional Support and Bilingual Education
Ramiro Reyes
Bicultural Bilingual Education
Guillermo Lopez
Migrant Education
Tomas Lopez
Instructional Services
Jim Smith
Curriculum Services
J. William May
State Special Schools and Services
John I. Flores
Clearinghouse Depository
Fred Sinclair
Southwestern Region Deaf-Blind Center
William A. Blea
State Special Schools
Ronald Kadish
Charles Koester
Henry Klopping
Janice E. Lane
Robert K. Lennan
Joanne Vlachos
Special Education
Louis S. Barber
Service Assurance/Compliance
Kathy Ross
Local Administrative Assistance
Lee Sandoval
Management Analysis and Planning
Allan Simmons
Quality Programs
Cathy Barkett
Staff Services
Kenneth E. Bell
Personnel Development
Karl E. Murray
Vocational Education
Pat Langlin
Manpower Education
Gerald Kilbert (Acting)
Vocational Education Field Operations
(Vacant)
Vocational Education Support Services
Roland M. Boldt (Acting)

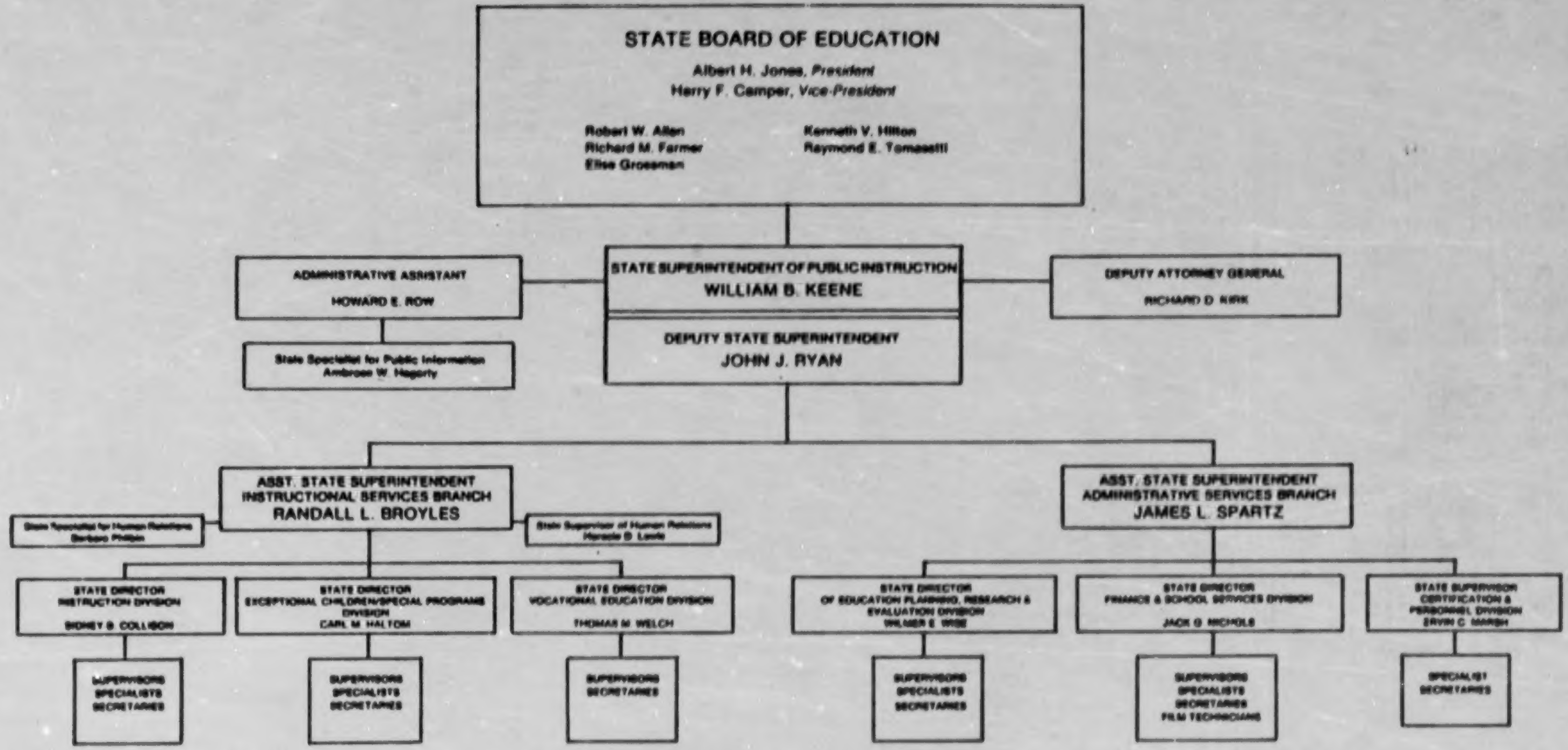
*The Executive Staff Team is composed of the following individuals and offices:

Jim Wilson, Assistant to EST Coordinator
Sigrid Bathen, Special Assistant
Charlie Cooke, Federal Coordinator
Tom Griffin, Legal Office
Harvey Hunt, Policy Analysis and Special Projects
Dave Jolly, Governmental Affairs
Robert Perez, Associate Superintendent, Los Angeles Office
Andy Stran, Executive Assistant
Sam Watson, Administrative Assistant
Donald White, Deputy, Washington Office

The Office of Information and the Bureau of Publications temporarily report to Andy Stran, Executive Assistant to the Superintendent.

† The State Librarian is appointed by the Governor, but the Division of Libraries is part of the Department of Education for administrative purposes.

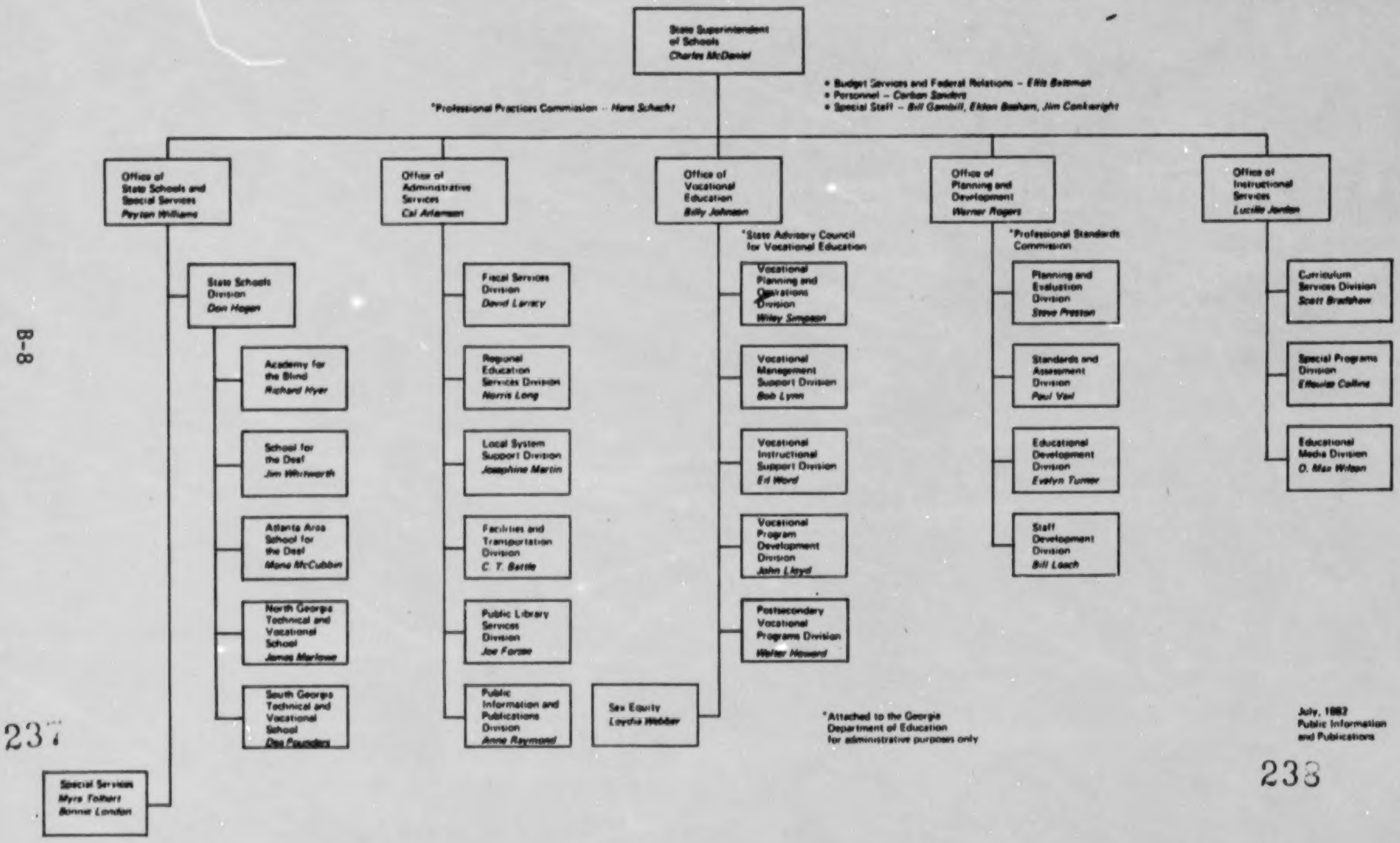
February, 1982


STATE BOARD OF EDUCATION
Albert H. Jones, *President*
Harry F. Camper, *Vice-President*
Robert W. Allen
Richard M. Farmer
Elise Grossman
Kenneth V. Hilton
Raymond E. Tomasetti
ADMINISTRATIVE ASSISTANT
HOWARD E. ROW
State Specialist for Public Information
Ambrose W. Hagerty
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
WILLIAM B. KEENE
DEPUTY STATE SUPERINTENDENT
JOHN J. RYAN
DEPUTY ATTORNEY GENERAL
RICHARD D. KIRK
ASST. STATE SUPERINTENDENT
INSTRUCTIONAL SERVICES BRANCH
RANDALL L. BROYLES
State Specialist for Human Relations
Barbara Philips
State Supervisor of Human Relations
Horacio D. Lewis
ASST. STATE SUPERINTENDENT
ADMINISTRATIVE SERVICES BRANCH
JAMES L. SPARTZ
STATE DIRECTOR
INSTRUCTION DIVISION
SIDNEY B. COLLISON
STATE DIRECTOR
EXCEPTIONAL CHILDREN/SPECIAL PROGRAMS DIVISION
CARL M. HALTOM
STATE DIRECTOR
VOCATIONAL EDUCATION DIVISION
THOMAS M. WELCH
STATE DIRECTOR
OF EDUCATION PLANNING, RESEARCH & EVALUATION DIVISION
WILMER E. WISE
STATE DIRECTOR
FINANCE & SCHOOL SERVICES DIVISION
JACK G. NICHOLS
STATE SUPERVISOR
CERTIFICATION & PERSONNEL DIVISION
ERVIN C. MARSH
SUPERVISORS
SPECIALISTS
SECRETARIES
SUPERVISORS
SPECIALISTS
SECRETARIES
SUPERVISORS
SECRETARIES
SUPERVISORS
SPECIALISTS
SECRETARIES
SUPERVISORS
SPECIALISTS
SECRETARIES
FILM TECHNICIANS
SPECIALIST
SECRETARIES

Organization Chart, July 1982
Delaware State Department of Public Instruction
The Townsend Building, Box 1402, Dover, Delaware 19901

DOCUMENT NO. 95-01/82/07/04

Organizational Chart
Georgia Department of Education



State Superintendent of Schools *Charles McDaniel*

- Budget Services and Federal Relations – *Ellis Bateman*
- Personnel – *Carlton Sanders*
- Special Staff – *Bill Gambill, Elton Basham, Jim Conkwright*

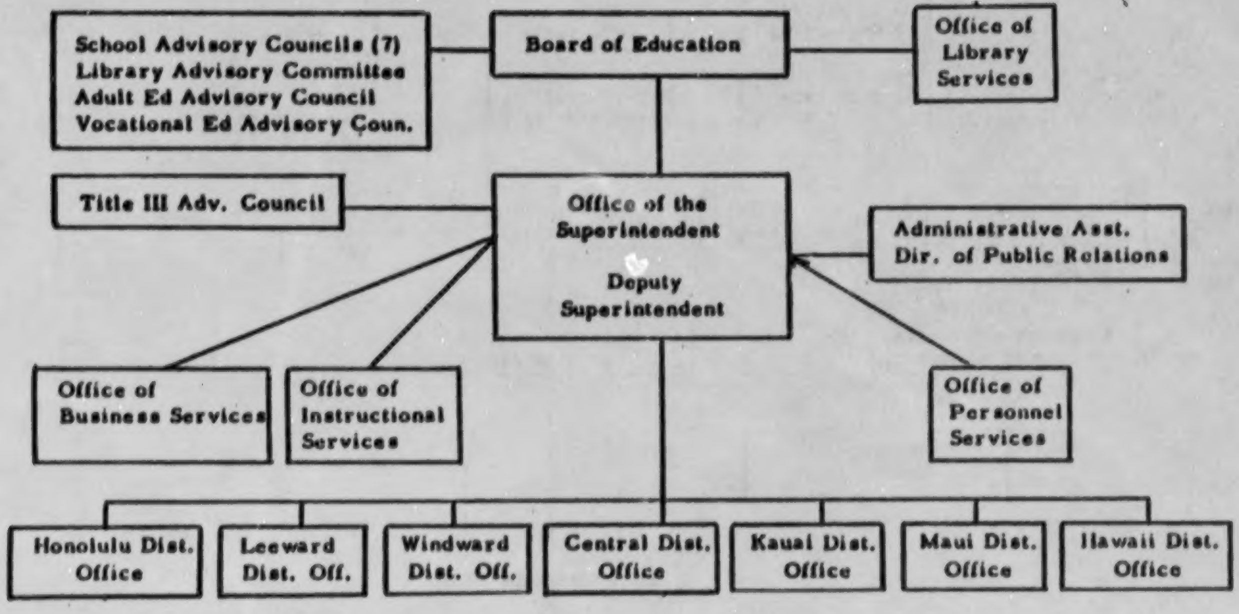
*Professional Practices Commission – *Hans Schacht*

- Office of State Schools and Special Services *Peyton Williams*
  - State Schools Division *Don Hogan*
    - Academy for the Blind *Richard Hyer*
    - School for the Deaf *Jim Whitworth*
    - Atlanta Area School for the Deaf *Mona McCubbin*
    - North Georgia Technical and Vocational School *James Marlowe*
    - South Georgia Technical and Vocational School *Des Pounders*
  - Special Services *Myra Tolbert* *Bonnie London*
- Office of Administrative Services *Cal Arlemann*
  - Fiscal Services Division *David Leracy*
  - Regional Education Services Division *Norris Long*
  - Local System Support Division *Josephine Martin*
  - Facilities and Transportation Division *C. T. Battle*
  - Public Library Services Division *Joe Forsee*
  - Public Information and Publications Division *Anne Raymond*
- Office of Vocational Education *Billy Johnson*
  - *State Advisory Council for Vocational Education
  - Vocational Planning and Operations Division *Wiley Simpson*
  - Vocational Management Support Division *Bob Lynn*
  - Vocational Instructional Support Division *Ed Ward*
  - Vocational Program Development Division *John Lloyd*
  - Postsecondary Vocational Programs Division *Walter Howard*
  - Sex Equity *Loydia Webber*
- Office of Planning and Development *Werner Rogers*
  - *Professional Standards Commission
  - Planning and Evaluation Division *Steve Preston*
  - Standards and Assessment Division *Paul Vail*
  - Educational Development Division *Evelyn Turner*
  - Staff Development Division *Bill Leach*
- Office of Instructional Services *Lucille Jordan*
  - Curriculum Services Division *Scott Bradshaw*
  - Special Programs Division *Ellouise Collins*
  - Educational Media Division *O. Max Wilson*

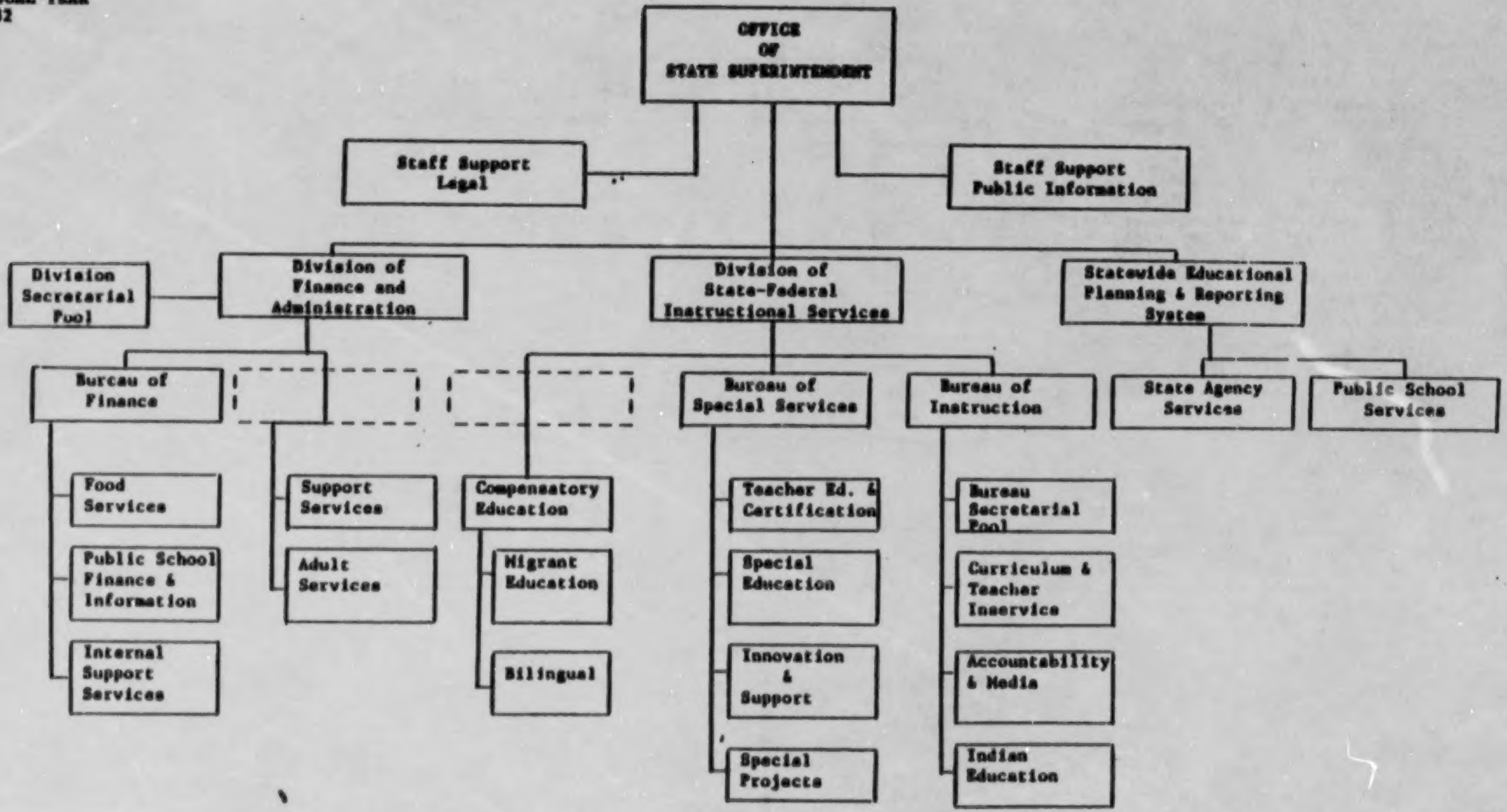
*Attached to the Georgia Department of Education for administrative purposes only

July, 1982
Public Information
and Publications

STATE OF HAWAII
DEPARTMENT OF EDUCATION


School Advisory Councils (7)
Library Advisory Committee
Adult Ed Advisory Council
Vocational Ed Advisory Coun.
Board of Education
Office of Library Services
Title III Adv. Council
Office of the Superintendent
Deputy Superintendent
Administrative Asst.
Dir. of Public Relations
Office of Business Services
Office of Instructional Services
Office of Personnel Services
Honolulu Dist. Office
Leeward Dist. Off.
Windward Dist. Off.
Central Dist. Office
Kauai Dist. Office
Maui Dist. Office
Hawaii Dist. Office

STATE OF IDAHO
DEPARTMENT OF EDUCATION
ORGANIZATION CHART
FISCAL YEAR
1982


OFFICE OF STATE SUPERINTENDENT
Staff Support Legal
Staff Support Public Information
Division Secretarial Pool
Division of Finance and Administration
Division of State-Federal Instructional Services
Statewide Educational Planning & Reporting System
Bureau of Finance
Bureau of Special Services
Bureau of Instruction
State Agency Services
Public School Services
Food Services
Public School Finance & Information
Internal Support Services
Support Services
Adult Services
Compensatory Education
Migrant Education
Bilingual
Teacher Ed. & Certification
Special Education
Innovation & Support
Special Projects
Bureau Secretarial Pool
Curriculum & Teacher Inservice
Accountability & Media
Indian Education

B-10

STATE SUPERINTENDENT

ASSISTANT SUPERINTENDENT OF LEGISLATIVE AFFAIRS

ASSISTANT SUPERINTENDENT OF CONGRESSIONAL AFFAIRS

ADMINISTRATIVE ASSISTANT

PUBLIC INFORMATION OFFICER

DIVISIONS OF ACCOUNTING, PERSONNEL AND PUBLICATIONS

ASSOCIATE SUPT.

Division of Equal Educational Opp.

Division of Pupil Personnel Services

Division of Migrant Bilingual-Bicultural Education

Teacher Centers Program

Affirmative Action & Inservice Coordinator

LIAISON TO:

Principals' Advisory Committee

Criminal Justice

504 Task Force

NCSIE

Cemrel Laboratories

Education Commission of the States

ASSOCIATE SUPT.

Division of Accreditation and Facility Planning

Division of School Traffic Safety

Division of School Disaster Planning

Year-Round Schools Project

Division of Special Education

LIAISON TO:

North Central Assn.

Superintendents' Advisory Committee

Department of Corrections

Interdepartmental Board

ASSOCIATE SUPT.

Division of School Finance

Division of Educational Information & Research

Division of Teacher Education & Certification

Division of Vocational Education

LIAISON TO:

Commission on Teacher Training and Licensing

State School Property Tax Control Board

Commission on Higher Education

CCSSO Study Commission

ASSOCIATE SUPT.

Division of School Food & Nutrition

Division of Innovative & Exemplary Education

Division of Adult & Community Education

Special Projects

LIAISON TO:

Commission on General Education

Indiana Secondary School Administrators

Indiana Commission for Postsecondary Proprietary Education

ASSOCIATE SUPT.

Division of Curriculum

Division of Reading Effectiveness

Division of Compensatory Education

Division of Instructional Media

Career and Consumer Economic Education Project

Comprehensive Assessment and Program Planning System (CAPPS)

LIAISON TO:

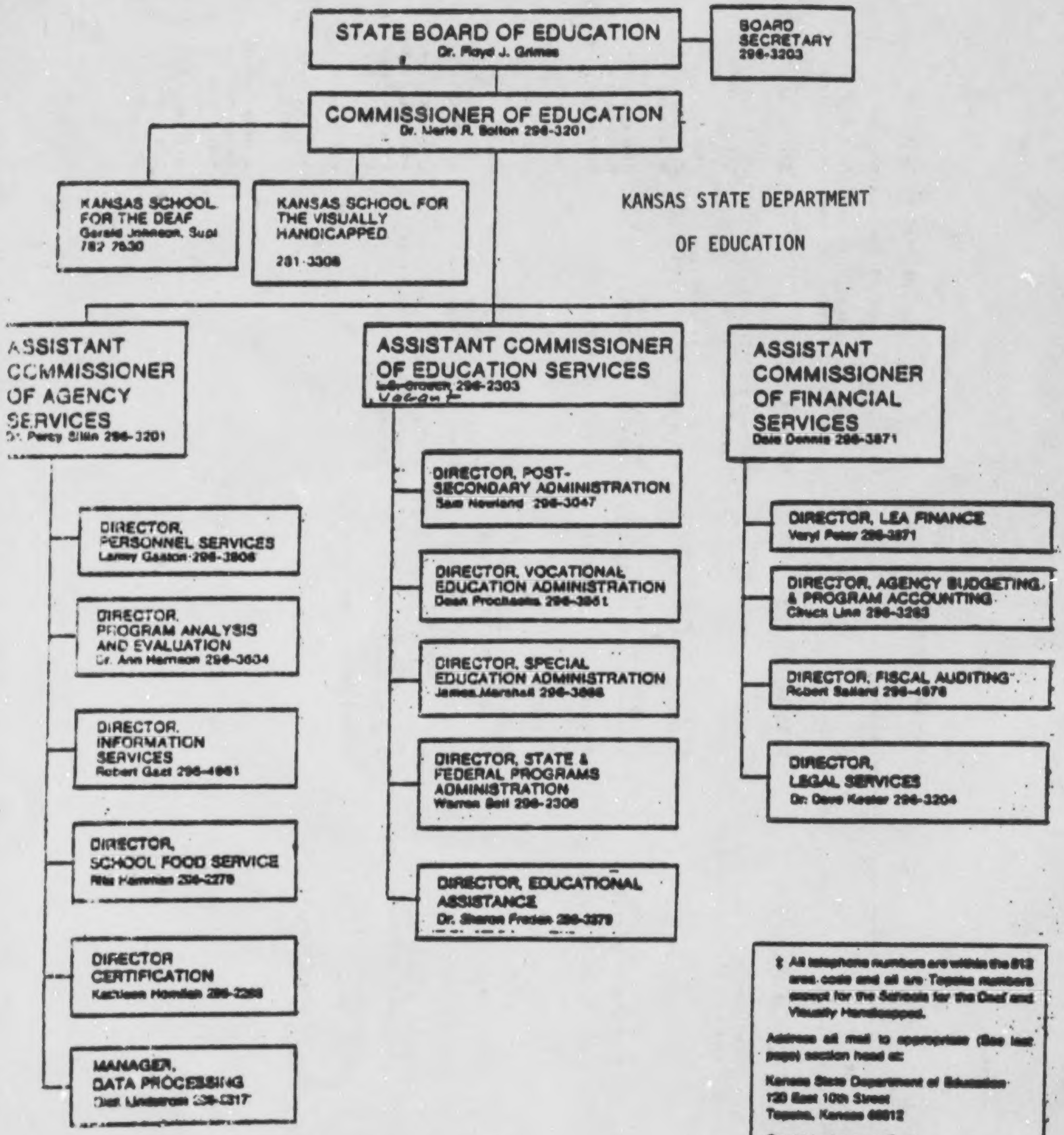
Indiana Arts Commission

Commission on Textbook Adoptions

Military Project Liaison

INDIANA DEPARTMENT OF PUBLIC INSTRUCTION

KANSAS STATE DEPARTMENT OF EDUCATION


STATE BOARD OF EDUCATION
Dr. Floyd J. Grimes
BOARD SECRETARY
296-3203
COMMISSIONER OF EDUCATION
Dr. Merle R. Bolton 296-3201
KANSAS SCHOOL FOR THE DEAF
Gerald Johnson, Supt
782 7530
KANSAS SCHOOL FOR THE VISUALLY HANDICAPPED
281-3308
ASSISTANT COMMISSIONER OF AGENCY SERVICES
Dr. Percy Sillin 296-3201
ASSISTANT COMMISSIONER OF EDUCATION SERVICES
~~L.E. Crouch~~ 296-2303
Vacant
ASSISTANT COMMISSIONER OF FINANCIAL SERVICES
Dale Dennis 296-3871
DIRECTOR, PERSONNEL SERVICES
Larry Gaston 296-3806
DIRECTOR, PROGRAM ANALYSIS AND EVALUATION
Dr. Ann Harrison 296-3634
DIRECTOR, INFORMATION SERVICES
Robert Gast 296-4961
DIRECTOR, SCHOOL FOOD SERVICE
Rita Hamman 296-2276
DIRECTOR CERTIFICATION
Kathleen Hamlin 296-2288
MANAGER, DATA PROCESSING
Dick Lindstrom 296-3317
DIRECTOR, POST-SECONDARY ADMINISTRATION
Sam Newland 296-3047
DIRECTOR, VOCATIONAL EDUCATION ADMINISTRATION
Dean Prochaska 296-3951
DIRECTOR, SPECIAL EDUCATION ADMINISTRATION
James Marshall 296-3866
DIRECTOR, STATE & FEDERAL PROGRAMS ADMINISTRATION
Warren Bell 296-2306
DIRECTOR, EDUCATIONAL ASSISTANCE
Dr. Sharon Freden 296-3379
DIRECTOR, LEA FINANCE
Veryl Peter 296-3871
DIRECTOR, AGENCY BUDGETING & PROGRAM ACCOUNTING
Chuck Linn 296-3263
DIRECTOR, FISCAL AUDITING
Robert Ballard 296-4976
DIRECTOR, LEGAL SERVICES
Dr. Dave Koster 296-3204

* All telephone numbers are within the 913 area code and all are Topeka numbers except for the Schools for the Deaf and Visually Handicapped.

Address all mail to appropriate (See last page) section head at:

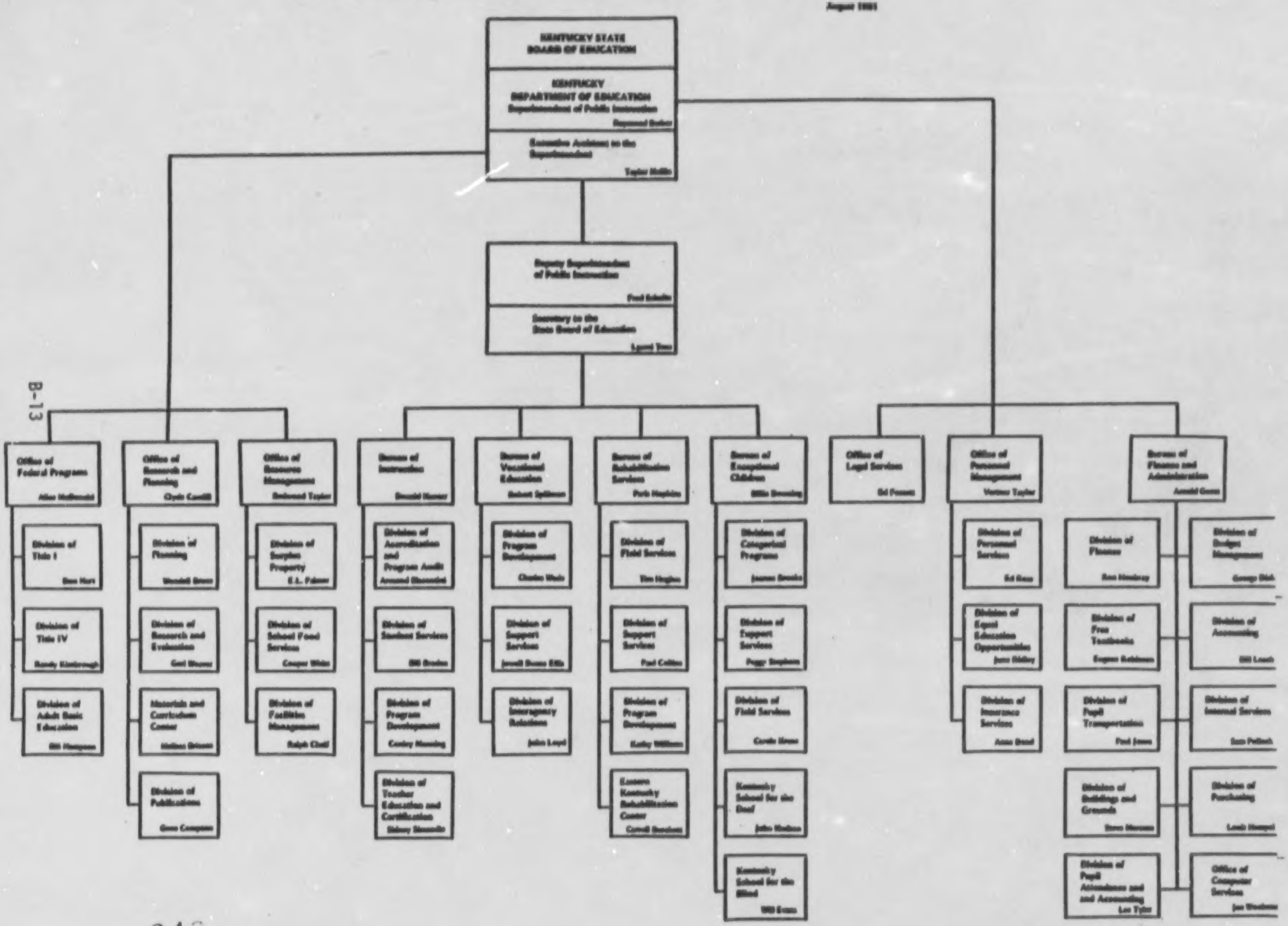
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Gerald L. Johnson, Supt.
Kansas State School for the Deaf
Olathe, Kansas 66061

Dr. Hugh Pace, Supt.
Kansas State School for the
Visually Handicapped
1100 State Street
Kansas City, Kansas 66102

Kentucky Department of Education

August 1981


KENTUCKY STATE
BOARD OF EDUCATION
KENTUCKY
DEPARTMENT OF EDUCATION
Superintendent of Public Instruction
Raymond Barber
Executive Assistant to the Superintendent
Taylor Hollin
Deputy Superintendent of Public Instruction
Fred Schultz
Secretary to the State Board of Education
Lyard Tess
Office of Federal Programs
Alice McDonald
Division of Title I
Don Hart
Division of Title IV
Randy Kimbrough
Division of Adult Basic Education
Bill Hampson
Office of Research and Planning
Clyde Caudill
Division of Planning
Wendell Green
Division of Research and Evaluation
Carl Shoemaker
Materials and Curriculum Center
Melissa Brison
Division of Publications
Gene Compton
Office of Resource Management
Redmond Taylor
Division of Surplus Property
E.L. Palmer
Division of School Food Services
Cooper White
Division of Facilities Management
Ralph Cheil
Bureau of Instruction
Donald Hamm
Division of Accreditation and Program Audit
Armand Sheehan
Division of Student Services
Bill Brooks
Division of Program Development
Conley Manning
Division of Teacher Education and Certification
Sidney Simandle
Bureau of Vocational Education
Robert Spillman
Division of Program Development
Charles Wade
Division of Support Services
Jewell Dunn Ellis
Division of Interagency Relations
John Lloyd
Bureau of Rehabilitation Services
Park Hopkins
Division of Field Services
Tim Hughes
Division of Support Services
Paul Collins
Division of Program Development
Kathy Williams
Eastern Kentucky Rehabilitation Center
Carroll Burchett
Bureau of Exceptional Children
Billie Downing
Division of Categorical Programs
Joanne Brooks
Division of Support Services
Peggy Stephens
Division of Field Services
Carole Stone
Kentucky School for the Deaf
John Mudd
Kentucky School for the Blind
Will Evans
Office of Legal Services
Ed Prewitt
Office of Personnel Management
Vernon Taylor
Division of Personnel Services
Ed Ross
Division of Equal Education Opportunities
Jane Ridley
Division of Insurance Services
Anne Bond
Bureau of Finance and Administration
Arnold Guess
Division of Finance
Ron Hinckley
Division of Free Textbooks
Eugene Robinson
Division of Pupil Transportation
Fred Jones
Division of Buildings and Grounds
Steve Hartman
Division of Pupil Attendance and and Accounting
Lee Tyler
Division of Budget Management
George Dick
Division of Accounting
Bill Leach
Division of Internal Services
Sam Pollock
Division of Purchasing
Louis Hampel
Office of Computer Services
Jan Woodrum

PEOPLE OF LOUISIANA

GOVERNOR

LEGISLATURE

STATE SUPERINTENDENT OF EDUCATION

DEPUTY SUPERINTENDENT
- -Executive Staff
- -Public Information
- -Policy Analysis

MANAGEMENT AND FINANCE
- -Accounting
- -Auditing
- -Budgeting
- -Operational Support Services
- -Personnel and Training
- -Purchasing and Stock Control
- -State Financing of Schools
- -Management

RESEARCH AND DEVELOPMENT
- -Accountability
- -Development
- -Evaluation
- -Management Information Systems
- -Research

AUXILIARY PROGRAMS-SPECIAL PROJECTS
- -CETA
- -Food and Nutrition Services
- -Veterans Education
- ---Pre-Employment Preparation

SPECIAL EDUCATION
- -Psychological and School Social Work
- -Special Education Developmental Programs and Planning
- -Special Education Liaisons and Program Specialists
- -Special Education Program Services

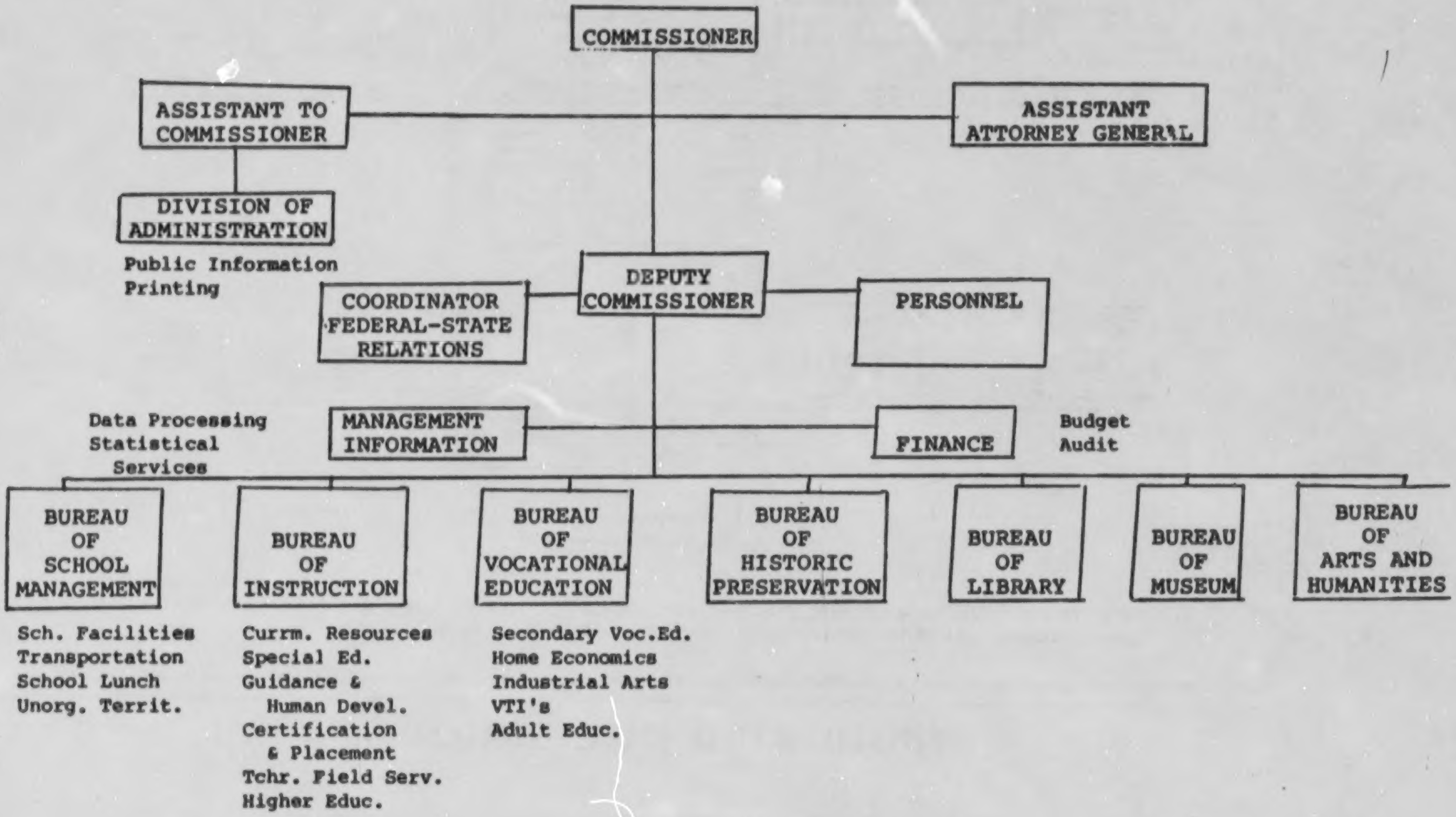
ACADEMIC PROGRAMS
- -Academic Support
- -Adult/Community Education
- -Continuing Education/PIPS
- -Curriculum, Inservice and Staff Development
- -Elementary Education/Reading
- -Higher Education/Teacher Certification
- -Secondary Education
- -Student Services
- -Safety Education

VOCATIONAL EDUCATION
- - Administrative Services & Special Needs
- ---Proprietary Schools
- - Secondary Programs
- - Trade and Industrial Education
- - Vocational Education Coordinating Unit

EDUCATIONAL SUPPORT PROGRAMS
- -Materials of Instruction (Textbooks)
- -Migrant Education
- -School Transportation
- -ECIA Chapter 1
- -ECIA Chapter 2
- -New Orleans Regional Service Center

- Indicates a Bureau within an Office
---Indicates a special component (not a Bureau)

State of Maine
DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
Station #23
Augusta 04333

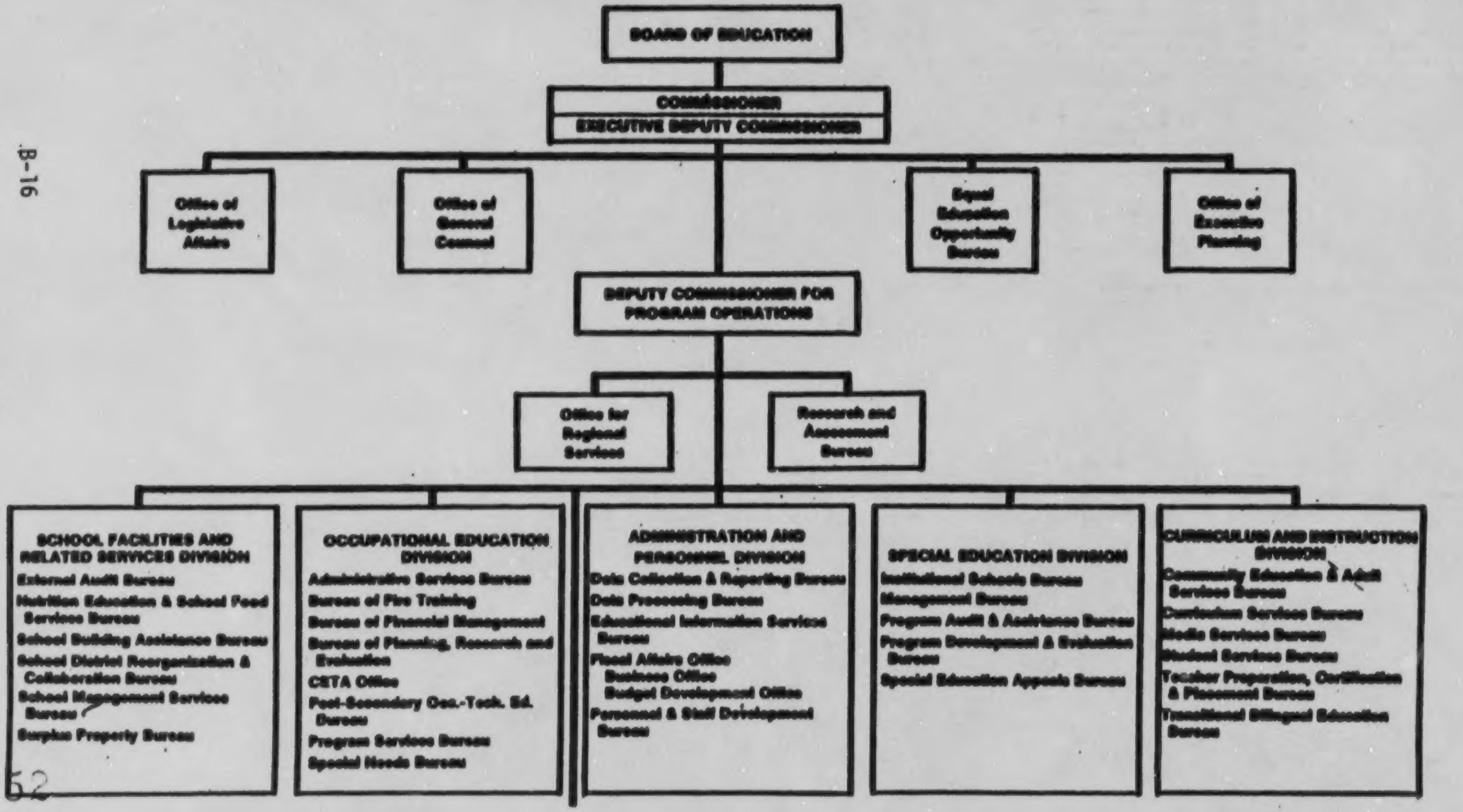

COMMISSIONER
ASSISTANT TO COMMISSIONER
ASSISTANT ATTORNEY GENERAL
DIVISION OF ADMINISTRATION
Public Information
Printing
DEPUTY COMMISSIONER
COORDINATOR FEDERAL-STATE RELATIONS
PERSONNEL
Data Processing
Statistical Services
MANAGEMENT INFORMATION
FINANCE
Budget
Audit
BUREAU OF SCHOOL MANAGEMENT
BUREAU OF INSTRUCTION
BUREAU OF VOCATIONAL EDUCATION
BUREAU OF HISTORIC PRESERVATION
BUREAU OF LIBRARY
BUREAU OF MUSEUM
BUREAU OF ARTS AND HUMANITIES
Sch. Facilities
Transportation
School Lunch
Unorg. Territ.
Currm. Resources
Special Ed.
Guidance & Human Devel.
Certification & Placement
Tchr. Field Serv.
Higher Educ.
Secondary Voc.Ed.
Home Economics
Industrial Arts
VTI's
Adult Educ.

6/9/81

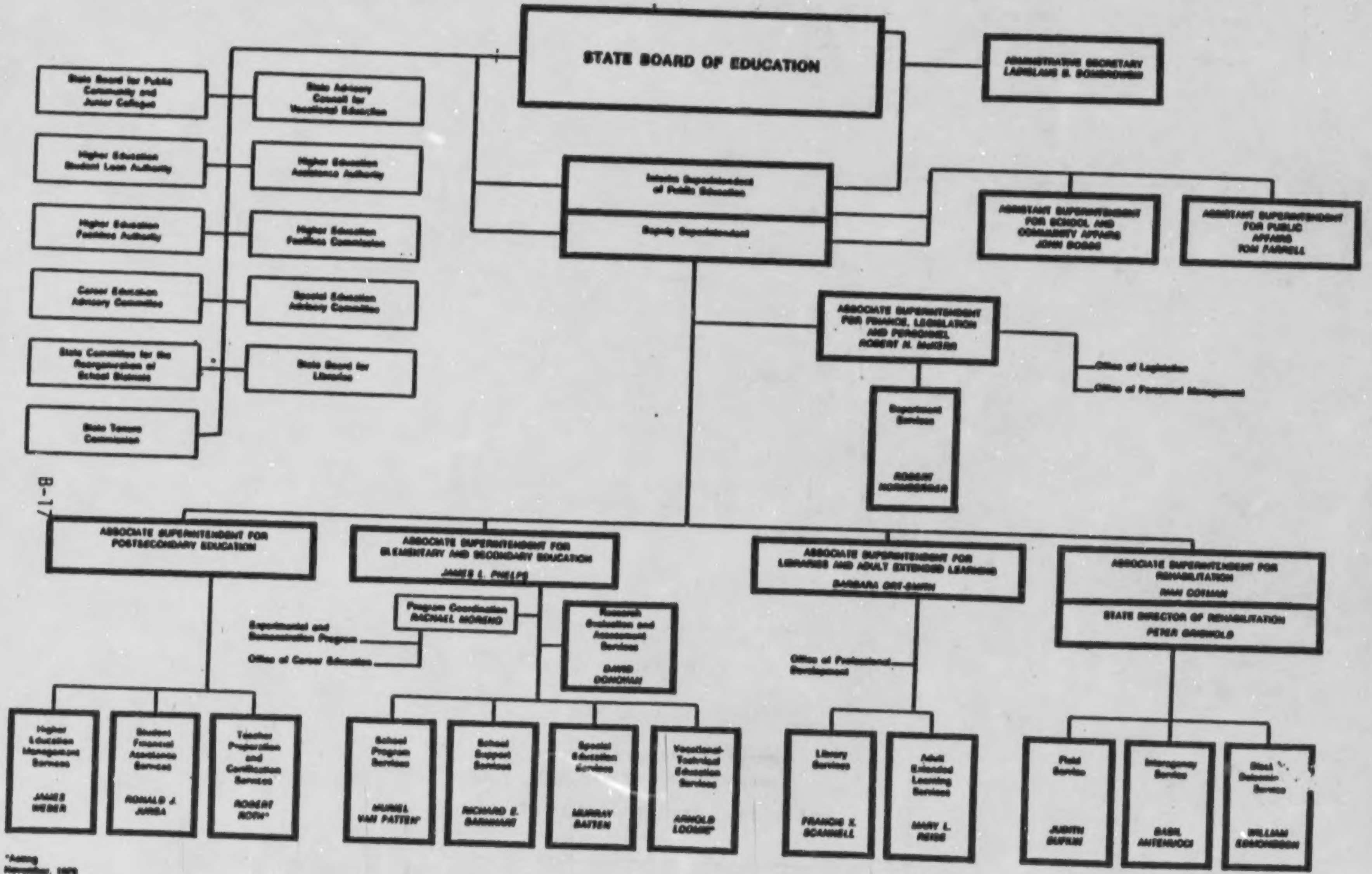
DEPARTMENT OF EDUCATION:

programs and personnel

For quick reference, educators and other citizens seeking information about various programs of the Massachusetts Department of Education may refer to the agency's organizational chart and the list of key personnel and telephone numbers printed below.

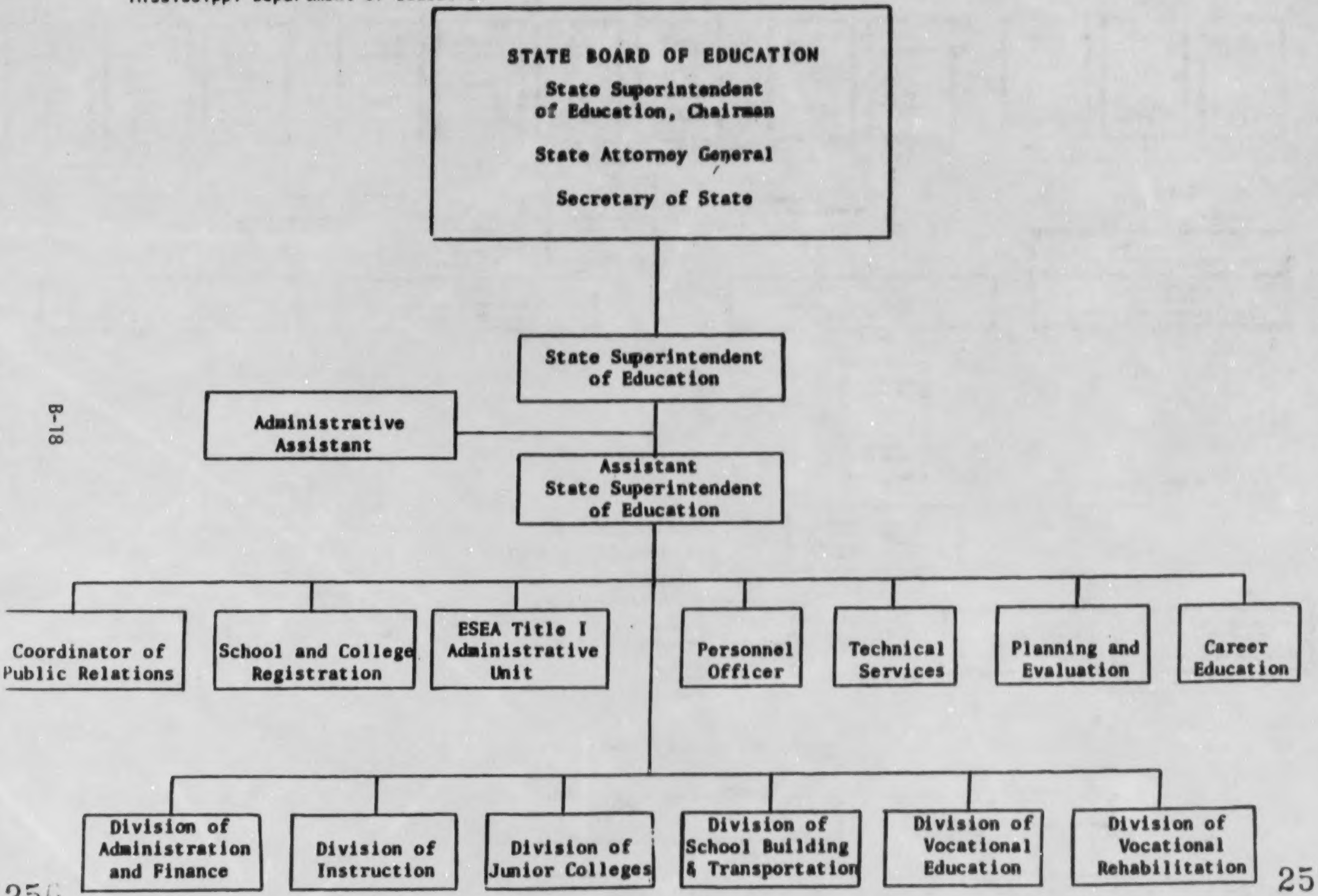

BOARD OF EDUCATION
COMMISSIONER
EXECUTIVE DEPUTY COMMISSIONER
Office of Legislative Affairs
Office of General Counsel
Equal Education Opportunity Bureau
Office of Executive Planning
DEPUTY COMMISSIONER FOR PROGRAM OPERATIONS
Office for Regional Services
Research and Assessment Bureau
SCHOOL FACILITIES AND RELATED SERVICES DIVISION
External Audit Bureau
Nutrition Education & School Food Services Bureau
School Building Assistance Bureau
School District Reorganization & Collaboration Bureau
School Management Services Bureau
Surplus Property Bureau
OCCUPATIONAL EDUCATION DIVISION
Administrative Services Bureau
Bureau of Fire Training
Bureau of Financial Management
Bureau of Planning, Research and Evaluation
CETA Office
Post-Secondary Occ.-Tech. Ed. Bureau
Program Services Bureau
Special Needs Bureau
ADMINISTRATION AND PERSONNEL DIVISION
Data Collection & Reporting Bureau
Data Processing Bureau
Educational Information Services Bureau
Fiscal Affairs Office
Business Office
Budget Development Office
Personnel & Staff Development Bureau
SPECIAL EDUCATION DIVISION
Institutional Schools Bureau
Management Bureau
Program Audit & Assistance Bureau
Program Development & Evaluation Bureau
Special Education Appeals Bureau
CURRICULUM AND INSTRUCTION DIVISION
Community Education & Adult Services Bureau
Curriculum Services Bureau
Media Services Bureau
Student Services Bureau
Teacher Preparation, Certification & Placement Bureau
Transitional Bilingual Education Bureau

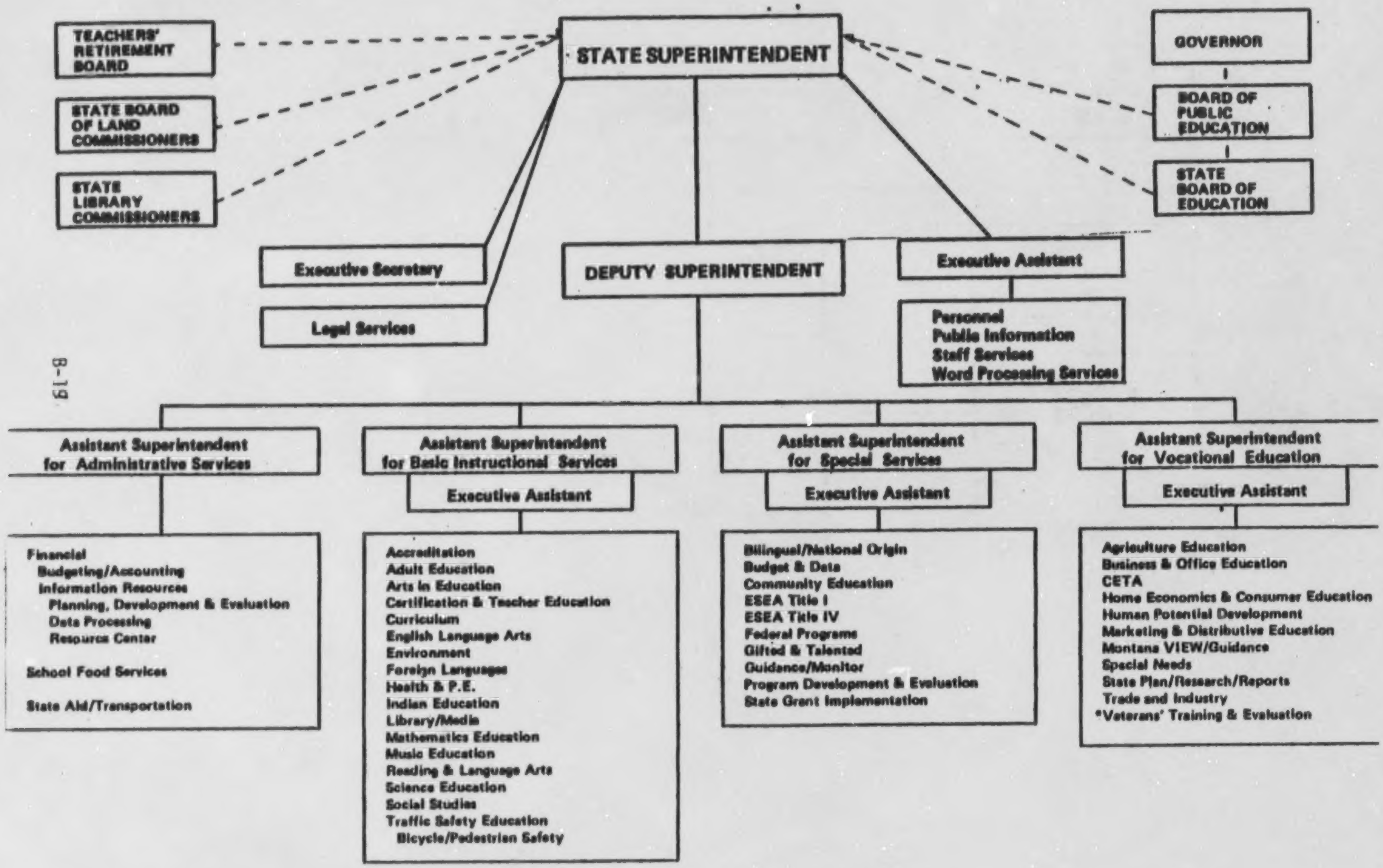
MICHIGAN DEPARTMENT OF EDUCATION


STATE BOARD OF EDUCATION
ADMINISTRATIVE SECRETARY
LADISLAUS S. DOMBROWSKI
State Board for Public Community and Junior Colleges
State Advisory Council for Vocational Education
Higher Education Student Loan Authority
Higher Education Assistance Authority
Higher Education Facilities Authority
Higher Education Facilities Commission
Career Education Advisory Committee
Special Education Advisory Committee
State Committee for the Reorganization of School Districts
State Board for Libraries
State Tenure Commission
Interim Superintendent of Public Education
Deputy Superintendent
ASSISTANT SUPERINTENDENT FOR SCHOOL AND COMMUNITY AFFAIRS
JOHN DOBBS
ASSISTANT SUPERINTENDENT FOR PUBLIC AFFAIRS
TOM FARRELL
ASSOCIATE SUPERINTENDENT FOR FINANCE, LEGISLATION AND PERSONNEL
ROBERT N. McKERR
Office of Legislation
Office of Personnel Management
Department Services
ROBERT NORNBERGER
ASSOCIATE SUPERINTENDENT FOR POSTSECONDARY EDUCATION
Higher Education Management Services
JAMES WEBER
Student Financial Assistance Services
RONALD J. JURSA
Teacher Preparation and Certification Services
ROBERT ROTH*
ASSOCIATE SUPERINTENDENT FOR ELEMENTARY AND SECONDARY EDUCATION
JAMES L. PHELPS
Program Coordination
RACHAEL MORENO
Experimental and Demonstration Program
Office of Career Education
Research Evaluation and Assessment Services
DAVID DONOVAN
School Program Services
MURIEL VAN PATTEN*
School Support Services
RICHARD E. BARNHART
Special Education Services
MURRAY BATTEN
Vocational-Technical Education Services
ARNOLD LOOMIS*
ASSOCIATE SUPERINTENDENT FOR LIBRARIES AND ADULT EXTENDED LEARNING
BARBARA ORT-SMITH
Office of Professional Development
Library Services
FRANCIS X. SCANNELL
Adult Extended Learning Services
MARY L. REISE
ASSOCIATE SUPERINTENDENT FOR REHABILITATION
DON COWAN
STATE DIRECTOR OF REHABILITATION
PETER GRISWOLD
Field Service
JUDITH RUFKIN
Interagency Service
BASIL ANTENUCCI
Disability Determination Service
WILLIAM EDMONDSON

*Acting
November, 1979

Mississippi Department of Education


STATE BOARD OF EDUCATION
State Superintendent of Education, Chairman
State Attorney General
Secretary of State
State Superintendent of Education
Administrative Assistant
Assistant State Superintendent of Education
Coordinator of Public Relations
School and College Registration
ESEA Title I Administrative Unit
Personnel Officer
Technical Services
Planning and Evaluation
Career Education
Division of Administration and Finance
Division of Instruction
Division of Junior Colleges
Division of School Building & Transportation
Division of Vocational Education
Division of Vocational Rehabilitation


STATE SUPERINTENDENT
TEACHERS' RETIREMENT BOARD
STATE BOARD OF LAND COMMISSIONERS
STATE LIBRARY COMMISSIONERS
GOVERNOR
BOARD OF PUBLIC EDUCATION
STATE BOARD OF EDUCATION
Executive Secretary
Legal Services
DEPUTY SUPERINTENDENT
Executive Assistant
Personnel
Public Information
Staff Services
Word Processing Services
Assistant Superintendent for Administrative Services
Financial
Budgeting/Accounting
Information Resources
Planning, Development & Evaluation
Data Processing
Resource Center
School Food Services
State Aid/Transportation
Assistant Superintendent for Basic Instructional Services
Executive Assistant
Accreditation
Adult Education
Arts in Education
Certification & Teacher Education
Curriculum
English Language Arts
Environment
Foreign Languages
Health & P.E.
Indian Education
Library/Media
Mathematics Education
Music Education
Reading & Language Arts
Science Education
Social Studies
Traffic Safety Education
Bicycle/Pedestrian Safety
Assistant Superintendent for Special Services
Executive Assistant
Bilingual/National Origin
Budget & Data
Community Education
ESEA Title I
ESEA Title IV
Federal Programs
Gifted & Talented
Guidance/Monitor
Program Development & Evaluation
State Grant Implementation
Assistant Superintendent for Vocational Education
Executive Assistant
Agriculture Education
Business & Office Education
CETA
Home Economics & Consumer Education
Human Potential Development
Marketing & Distributive Education
Montana VIEW/Guidance
Special Needs
State Plan/Research/Reports
Trade and Industry
*Veterans' Training & Evaluation

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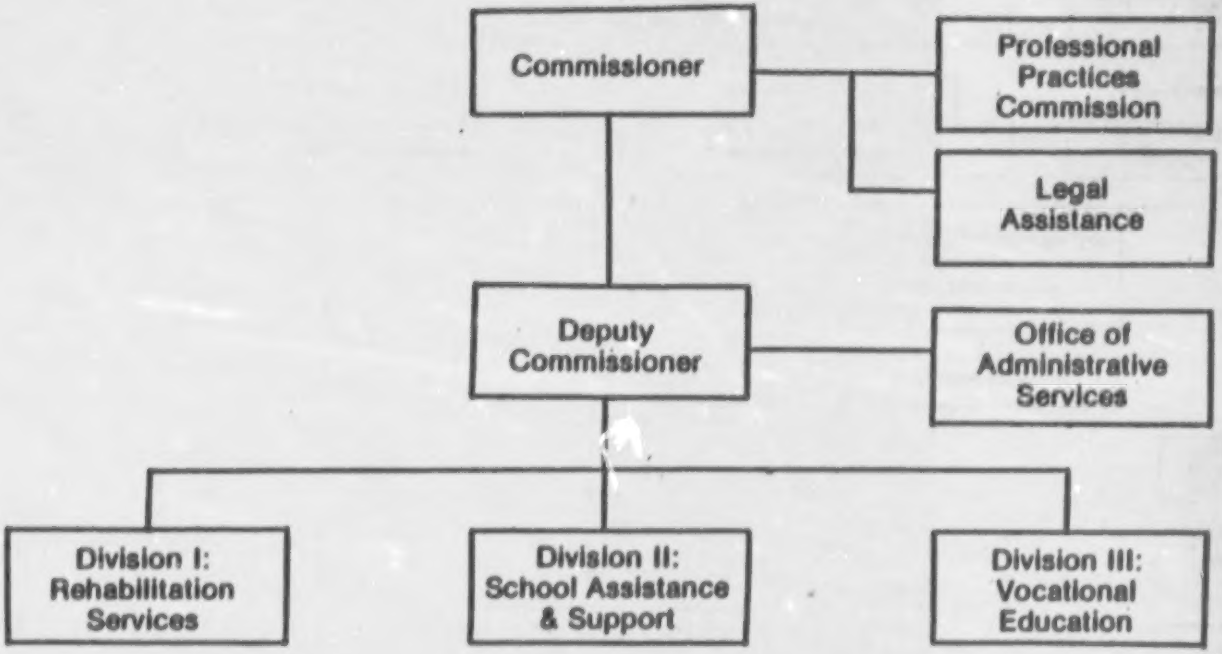
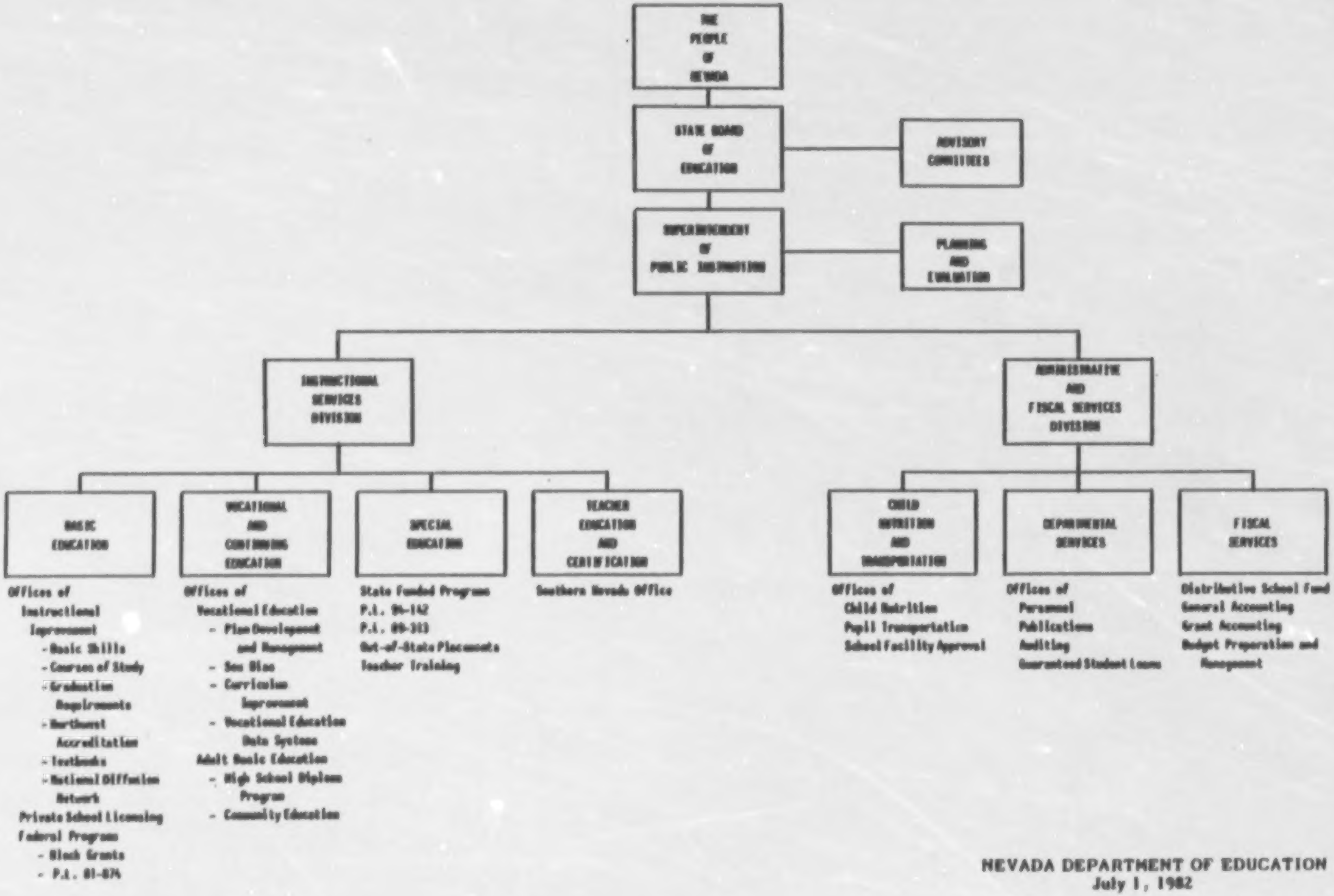
*Currently being evaluated to determine appropriate placement in office structure.

Nebraska Department of Education


Commissioner
Professional Practices Commission
Legal Assistance
Deputy Commissioner
Office of Administrative Services
Division I: Rehabilitation Services
Division II: School Assistance & Support
Division III: Vocational Education

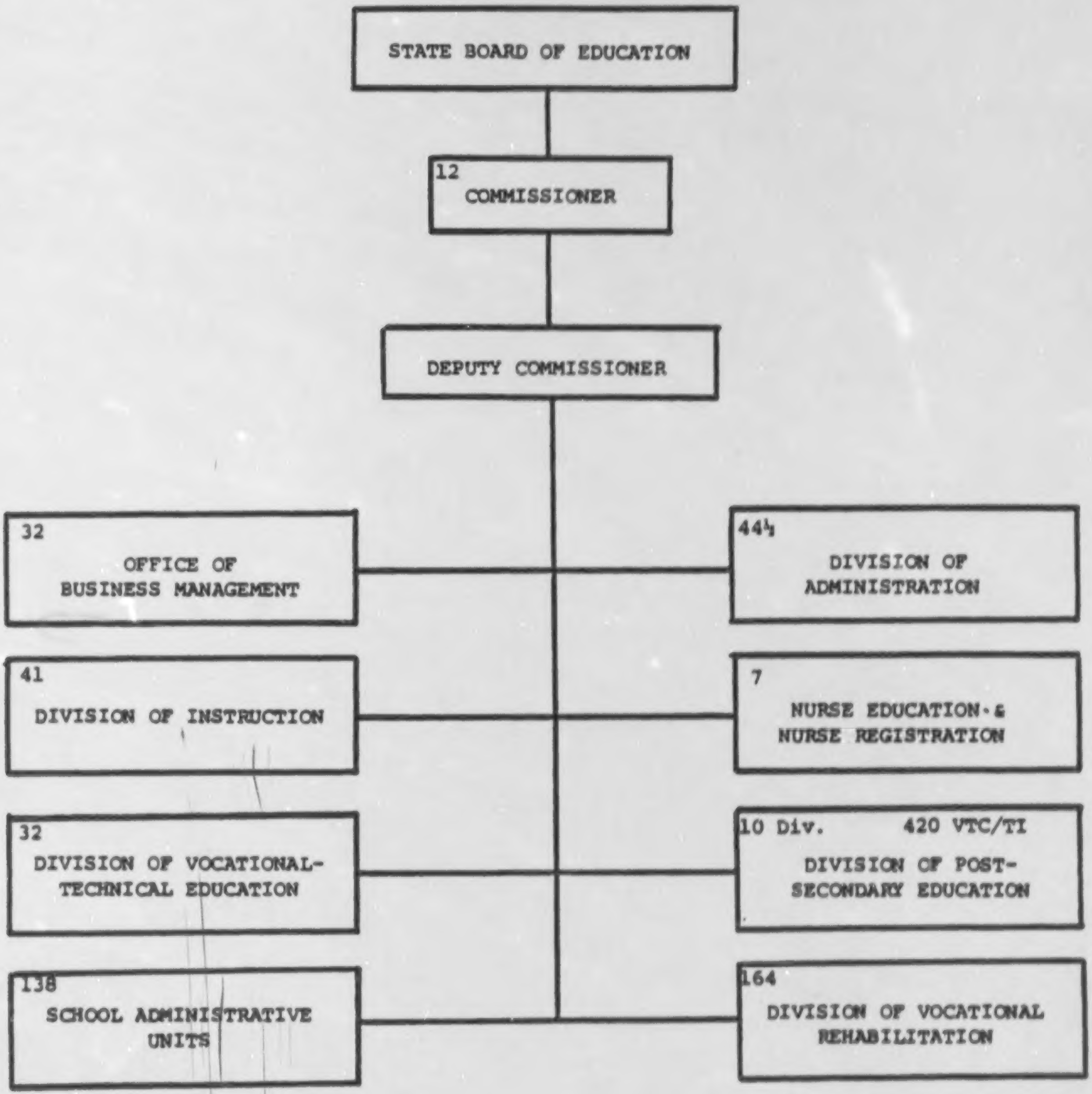

THE PEOPLE OF NEVADA
STATE BOARD OF EDUCATION
ADVISORY COMMITTEES
SUPERINTENDENT OF PUBLIC INSTRUCTION
PLANNING AND EVALUATION
INSTRUCTIONAL SERVICES DIVISION
ADMINISTRATIVE AND FISCAL SERVICES DIVISION
BASIC EDUCATION
Offices of
Instructional
Improvement
- Basic Skills
- Courses of Study
- Graduation Requirements
- Northwest Accreditation
- Textbooks
- National Diffusion Network
Private School Licensing
Federal Programs
- Block Grants
- P.L. 81-874
VOCATIONAL AND CONTINUING EDUCATION
Offices of
Vocational Education
- Plan Development and Management
- Sex Bias
- Curriculum Improvement
- Vocational Education Data Systems
Adult Basic Education
- High School Diploma Program
- Community Education
SPECIAL EDUCATION
State Funded Programs
P.L. 94-142
P.L. 89-313
Out-of-State Placements
Teacher Training
TEACHER EDUCATION AND CERTIFICATION
Southern Nevada Office
CHILD NUTRITION AND TRANSPORTATION
Offices of
Child Nutrition
Pupil Transportation
School Facility Approval
DEPARTMENTAL SERVICES
Offices of
Personnel
Publications
Auditing
Guaranteed Student Loans
FISCAL SERVICES
Distributive School Fund
General Accounting
Grant Accounting
Budget Preparation and Management

NEVADA DEPARTMENT OF EDUCATION
July 1, 1982

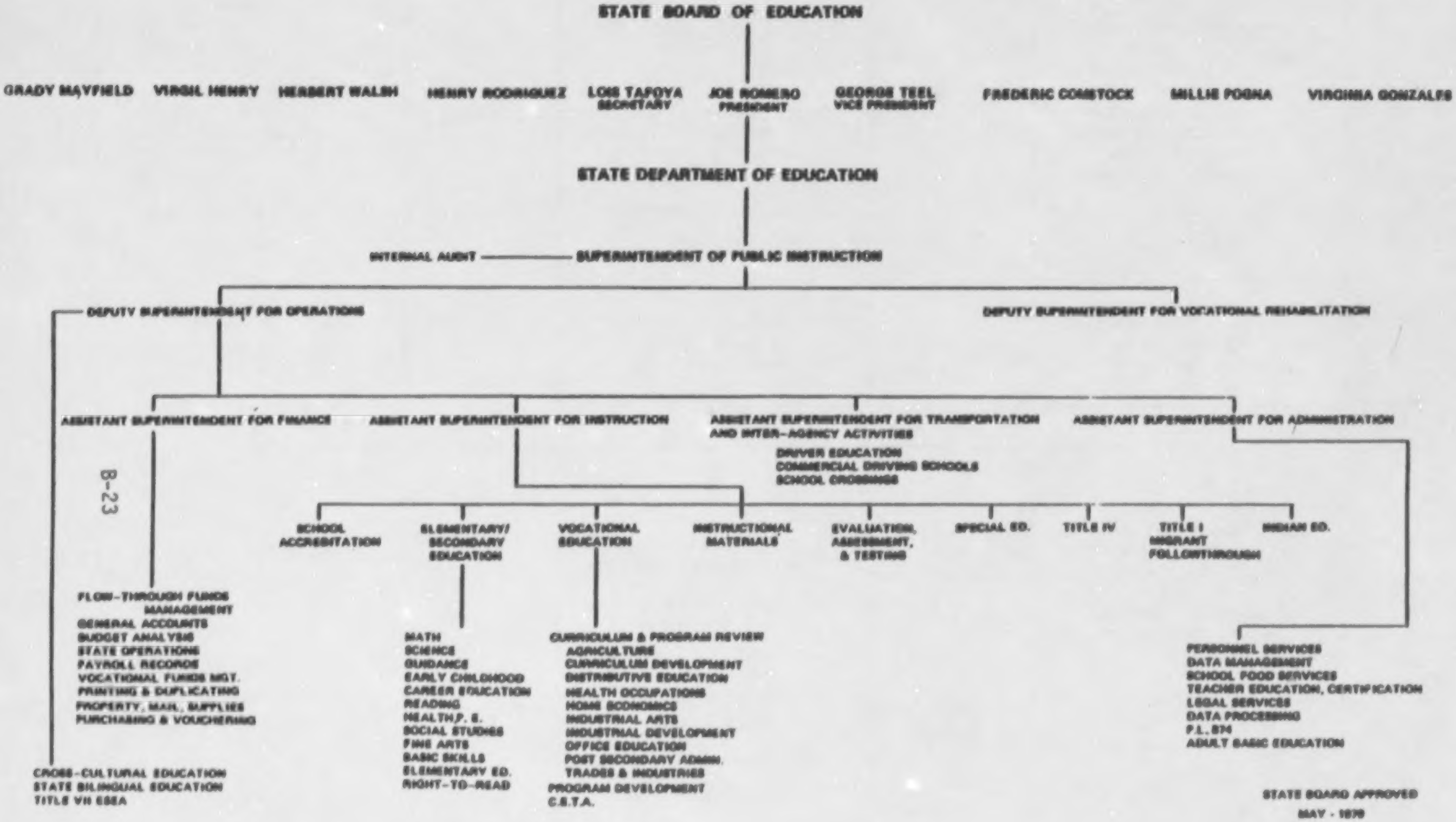
New Hampshire Department of Education

THE STATE EDUCATION AGENCY

TOTAL DEPT. STAFF
762
(Exc. SAU's)

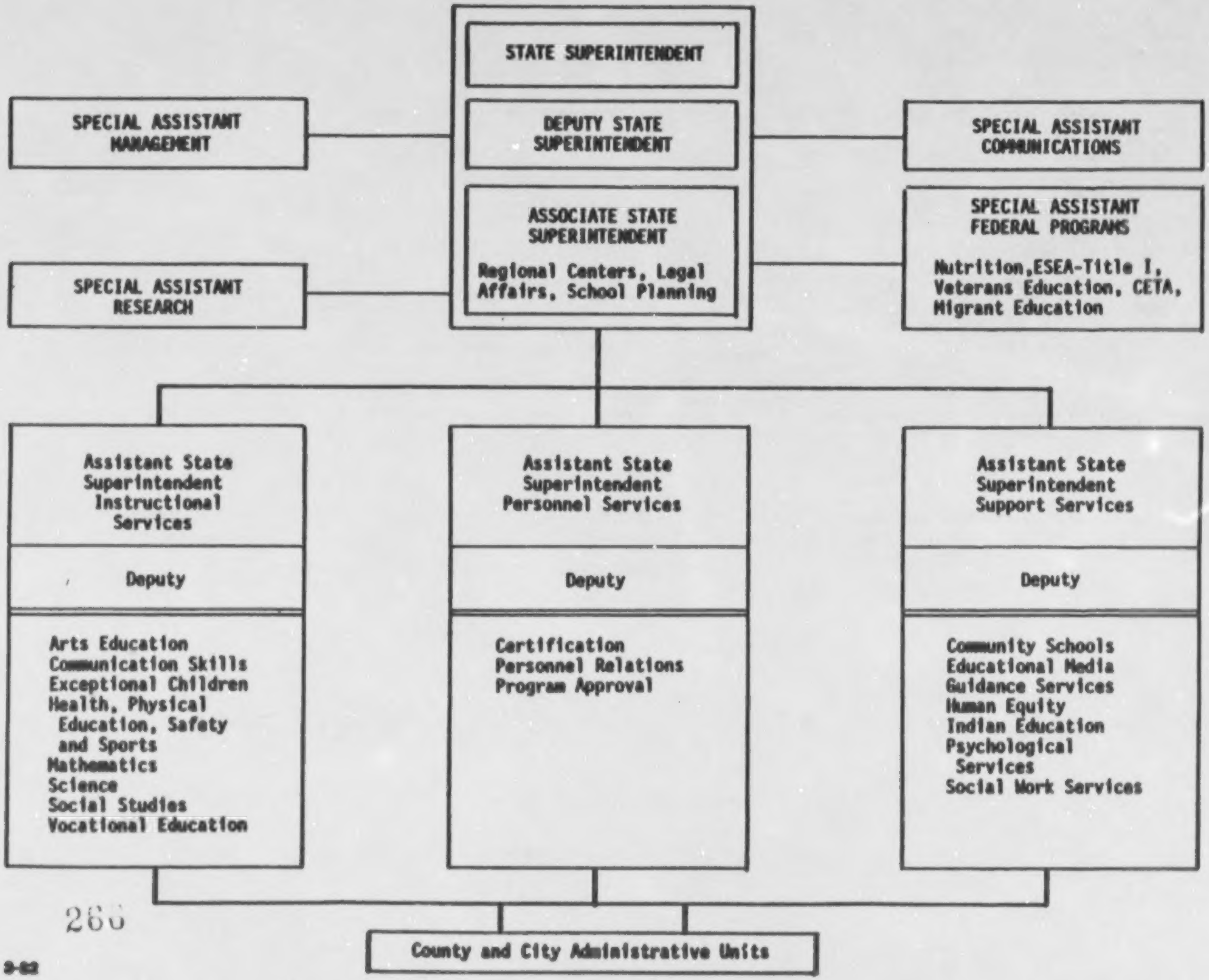

STATE BOARD OF EDUCATION
12
COMMISSIONER
DEPUTY COMMISSIONER
32
OFFICE OF BUSINESS MANAGEMENT
44½
DIVISION OF ADMINISTRATION
41
DIVISION OF INSTRUCTION
7
NURSE EDUCATION & NURSE REGISTRATION
32
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
10 Div.
420 VTC/TI
DIVISION OF POST-SECONDARY EDUCATION
138
SCHOOL ADMINISTRATIVE UNITS
164
DIVISION OF VOCATIONAL REHABILITATION

NEW MEXICO DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART


STATE BOARD OF EDUCATION
GRADY MAYFIELD
VIRGIL HENRY
HERBERT WALSH
HENRY RODRIGUEZ
LOIS TAFOYA
SECRETARY
JOE ROMERO
PRESIDENT
GEORGE TEEL
VICE PRESIDENT
FREDERIC COMSTOCK
MILLIE POGNA
VIRGINIA GONZALES
STATE DEPARTMENT OF EDUCATION
INTERNAL AUDIT
SUPERINTENDENT OF PUBLIC INSTRUCTION
DEPUTY SUPERINTENDENT FOR OPERATIONS
DEPUTY SUPERINTENDENT FOR VOCATIONAL REHABILITATION
ASSISTANT SUPERINTENDENT FOR FINANCE
ASSISTANT SUPERINTENDENT FOR INSTRUCTION
ASSISTANT SUPERINTENDENT FOR TRANSPORTATION AND INTER-AGENCY ACTIVITIES
DRIVER EDUCATION
COMMERCIAL DRIVING SCHOOLS
SCHOOL CROSSINGS
ASSISTANT SUPERINTENDENT FOR ADMINISTRATION
SCHOOL ACCREDITATION
ELEMENTARY/ SECONDARY EDUCATION
VOCATIONAL EDUCATION
INSTRUCTIONAL MATERIALS
EVALUATION, ASSESSMENT, & TESTING
SPECIAL ED.
TITLE IV
TITLE I MIGRANT FOLLOWTHROUGH
INDIAN ED.
FLOW-THROUGH FUNDS MANAGEMENT
GENERAL ACCOUNTS
BUDGET ANALYSIS
STATE OPERATIONS
PAYROLL RECORDS
VOCATIONAL FUNDS MGT.
PRINTING & DUPLICATING
PROPERTY, MAIL, SUPPLIES
PURCHASING & VOUCHERING
MATH
SCIENCE
GUIDANCE
EARLY CHILDHOOD
CAREER EDUCATION
READING
HEALTH/P. E.
SOCIAL STUDIES
FINE ARTS
BASIC SKILLS
ELEMENTARY ED.
RIGHT-TO-READ
CURRICULUM & PROGRAM REVIEW
AGRICULTURE
CURRICULUM DEVELOPMENT
DISTRIBUTIVE EDUCATION
HEALTH OCCUPATIONS
HOME ECONOMICS
INDUSTRIAL ARTS
INDUSTRIAL DEVELOPMENT
OFFICE EDUCATION
POST SECONDARY ADMIN.
TRADES & INDUSTRIES
PROGRAM DEVELOPMENT
C.E.T.A.
PERSONNEL SERVICES
DATA MANAGEMENT
SCHOOL FOOD SERVICES
TEACHER EDUCATION, CERTIFICATION
LEGAL SERVICES
DATA PROCESSING
P.L. 874
ADULT BASIC EDUCATION
CROSS-CULTURAL EDUCATION
STATE BILINGUAL EDUCATION
TITLE VII ESEA

STATE BOARD APPROVED
MAY - 1979

North Carolina Department of Public Instruction



STATE SUPERINTENDENT

DEPUTY STATE SUPERINTENDENT

ASSOCIATE STATE SUPERINTENDENT

Regional Centers, Legal Affairs, School Planning

SPECIAL ASSISTANT MANAGEMENT

SPECIAL ASSISTANT RESEARCH

SPECIAL ASSISTANT COMMUNICATIONS

SPECIAL ASSISTANT FEDERAL PROGRAMS

Nutrition, ESEA-Title I, Veterans Education, CETA, Migrant Education

Assistant State Superintendent Instructional Services

Deputy

- Arts Education
- Communication Skills
- Exceptional Children
- Health, Physical Education, Safety and Sports
- Mathematics
- Science
- Social Studies
- Vocational Education

Assistant State Superintendent Personnel Services

Deputy

- Certification
- Personnel Relations
- Program Approval

Assistant State Superintendent Support Services

Deputy

- Community Schools
- Educational Media
- Guidance Services
- Human Equity
- Indian Education
- Psychological Services
- Social Work Services

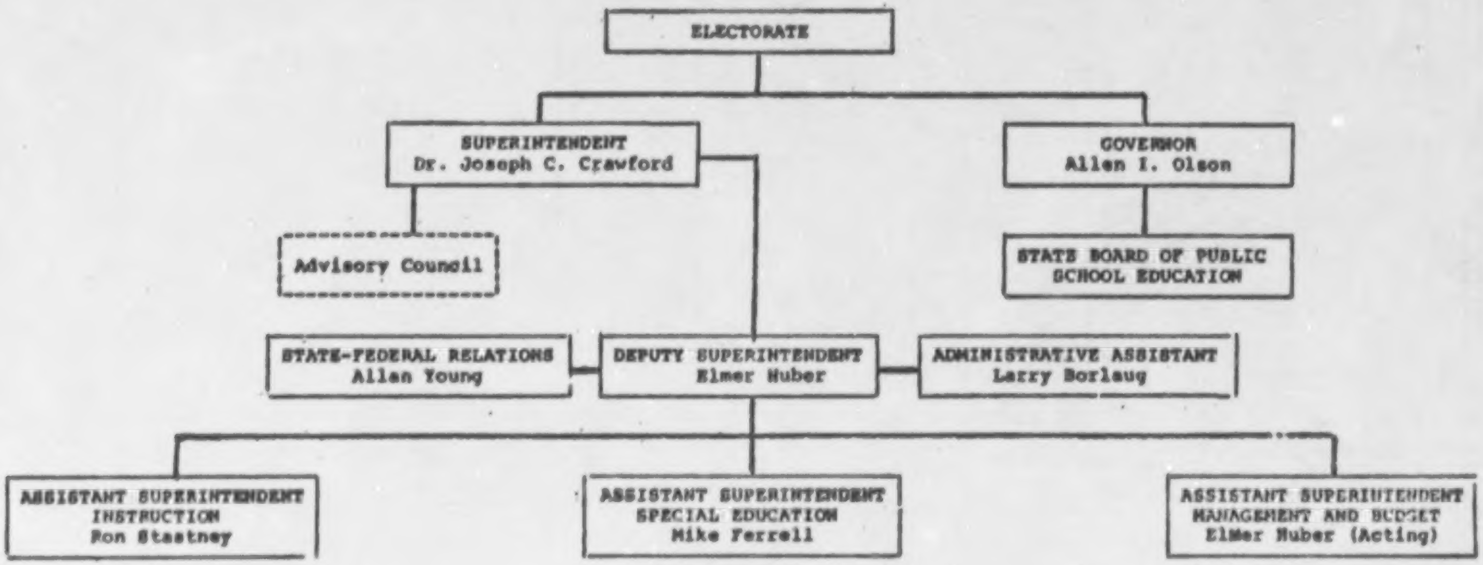
County and City Administrative Units

3-82

State of North Dakota

10-1-82

DEPARTMENT OF PUBLIC INSTRUCTION


ELECTORATE
SUPERINTENDENT
Dr. Joseph C. Crawford
GOVERNOR
Allen I. Olson
Advisory Council
STATE BOARD OF PUBLIC SCHOOL EDUCATION
STATE-FEDERAL RELATIONS
Allan Young
DEPUTY SUPERINTENDENT
Elmer Huber
ADMINISTRATIVE ASSISTANT
Larry Borlaug
ASSISTANT SUPERINTENDENT
INSTRUCTION
Ron Stastney
ASSISTANT SUPERINTENDENT
SPECIAL EDUCATION
Mike Ferrell
ASSISTANT SUPERINTENDENT
MANAGEMENT AND BUDGET
Elmer Huber (Acting)

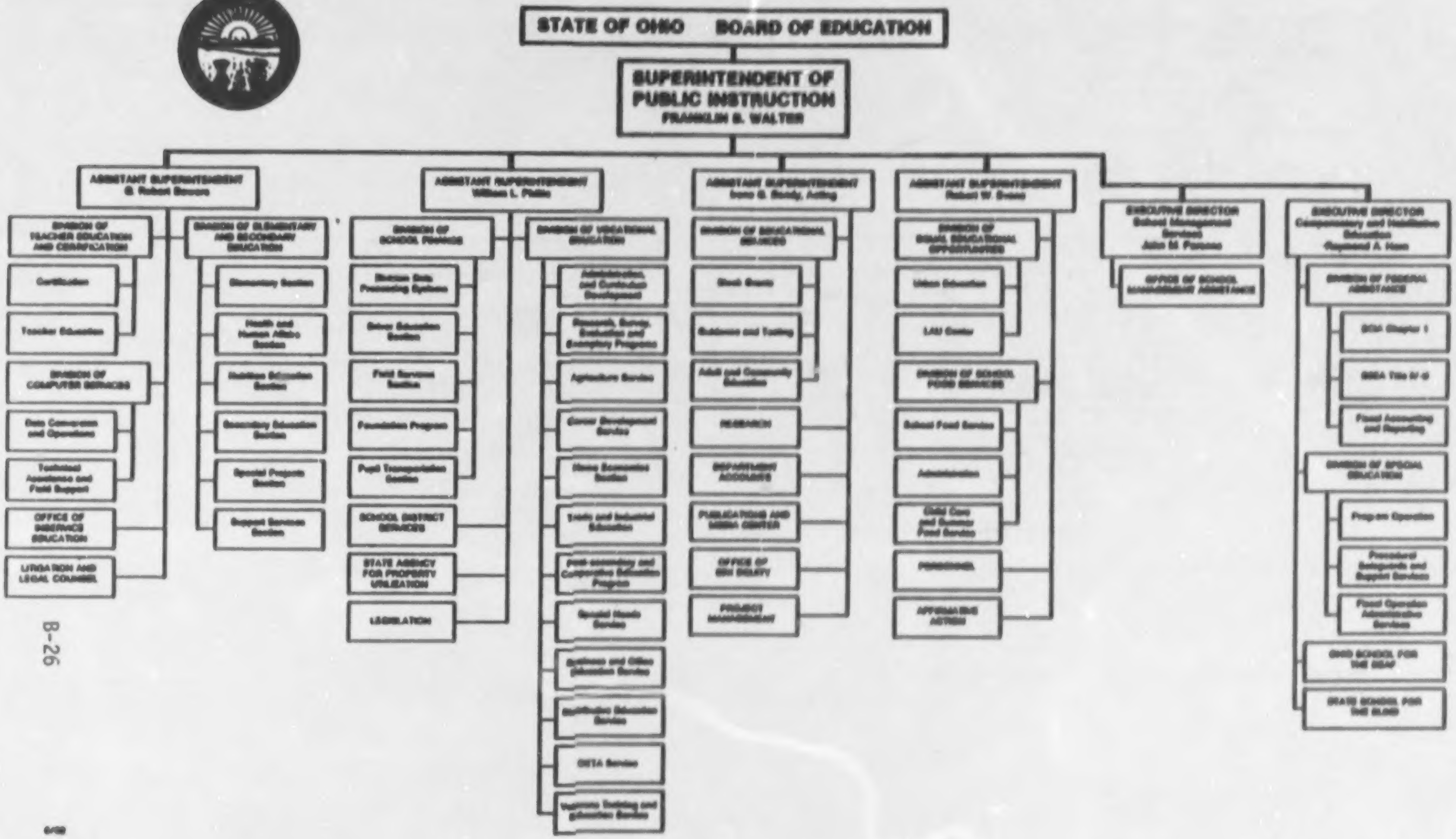
ECIA Grant Management
Regional Coordinators
Elementary Education
Secondary Education
Curriculum and NDN
Certification
Compensatory Education
Indian Education
Guidance and Counseling
Career and Adult Education
Private School Education
Motorcycle Safety

Developmental Program
Planning and Evaluation
  Health Impaired
  Emotionally Distrubed
  Mentally Retarded
  Learning Disabled
  Gifted and Talented

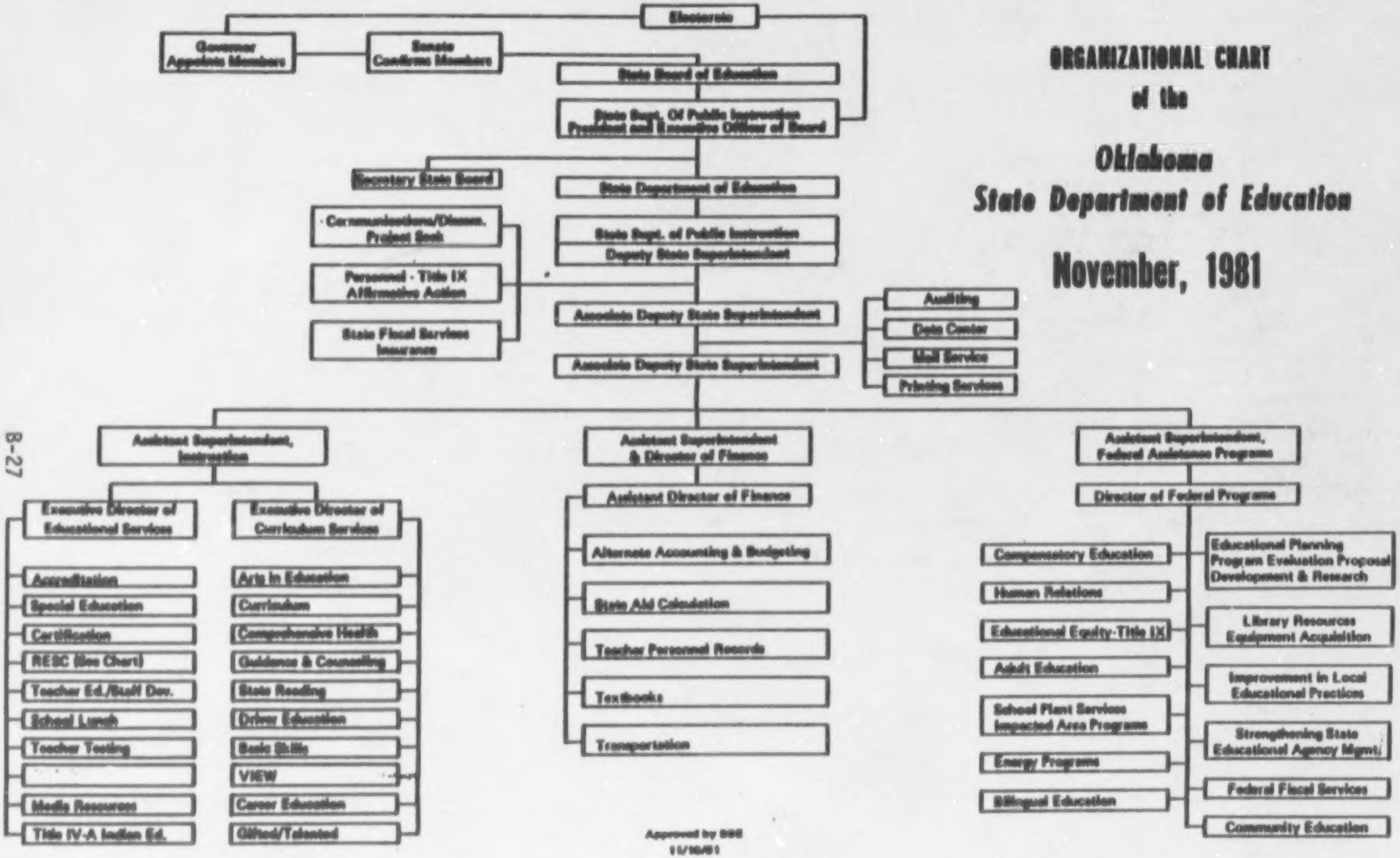
Grant Administration
Compliance Monitoring

School Finance and
  Reorganization
School Food Programs
Pupil Transportation and
  School Construction
Management Information
  and Research
Administration
  Accounting
  Personnel
  Support Services

OHIO DEPARTMENT OF EDUCATION ORGANIZATION CHART

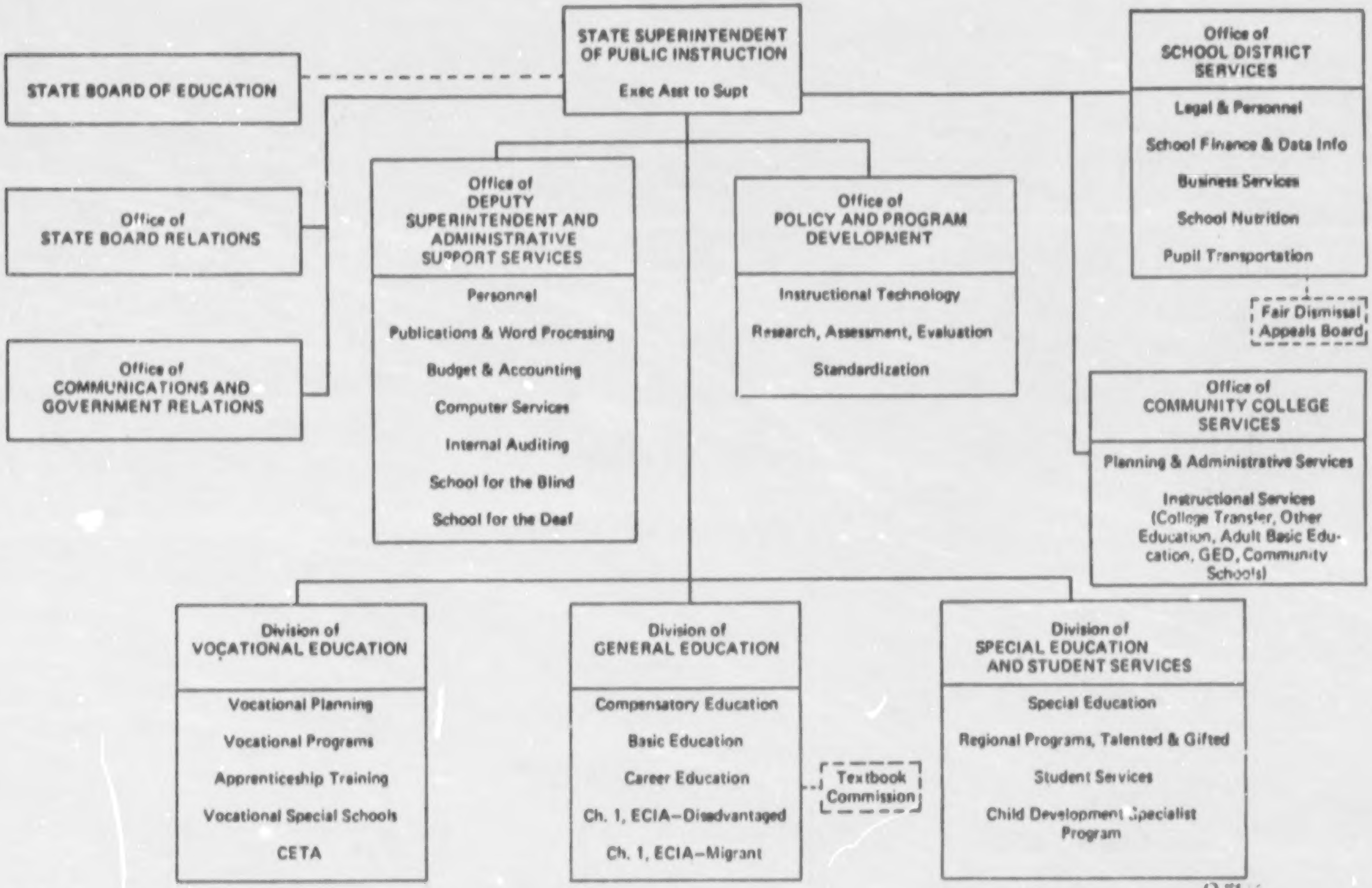

STATE OF OHIO BOARD OF EDUCATION
SUPERINTENDENT OF PUBLIC INSTRUCTION
FRANKLIN B. WALTER
ASSISTANT SUPERINTENDENT
G. Robert Bowers
DIVISION OF TEACHER EDUCATION AND CERTIFICATION
Certification
Teacher Education
DIVISION OF COMPUTER SERVICES
Data Conversion and Operations
Technical Assistance and Field Support
OFFICE OF INSERVICE EDUCATION
LITIGATION AND LEGAL COUNSEL
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
Elementary Section
Health and Human Affairs Section
Nutrition Education Section
Secondary Education Section
Special Projects Section
Support Services Section
ASSISTANT SUPERINTENDENT
William L. Phillis
DIVISION OF SCHOOL FINANCE
Division Data Processing Systems
Driver Education Section
Field Services Section
Foundation Program
Pupil Transportation Section
SCHOOL DISTRICT SERVICES
STATE AGENCY FOR PROPERTY UTILIZATION
LEGISLATION
DIVISION OF VOCATIONAL EDUCATION
Administration and Curriculum Development
Research, Survey, Evaluation and Exemplary Programs
Agriculture Service
Career Development Service
Home Economics Section
Trade and Industrial Education
Post-secondary and Cooperative Education Program
Special Needs Service
Business and Office Education Service
Distributive Education Service
CETA Service
Vocational Guidance and Education Service
ASSISTANT SUPERINTENDENT
Irene G. Bandy, Acting
DIVISION OF EDUCATIONAL SERVICES
Block Grants
Guidance and Testing
Adult and Community Education
RESEARCH
DEPARTMENT ACCOUNTS
PUBLICATIONS AND MEDIA CENTER
OFFICE OF SEX EQUITY
PROJECT MANAGEMENT
ASSISTANT SUPERINTENDENT
Robert W. Evans
DIVISION OF EQUAL EDUCATIONAL OPPORTUNITIES
Urban Education
LAU Center
DIVISION OF SCHOOL FOOD SERVICES
School Food Service
Administration
Child Care and Summer Food Service
PERSONNEL
AFFIRMATIVE ACTION
EXECUTIVE DIRECTOR
School Management Services
John M. Parsons
OFFICE OF SCHOOL MANAGEMENT ASSISTANCE
EXECUTIVE DIRECTOR
Compensatory and Habilitative Education
Raymond A. Horn
DIVISION OF FEDERAL ASSISTANCE
ECIA Chapter 1
ESEA Title IV-C
Fiscal Accounting and Reporting
DIVISION OF SPECIAL EDUCATION
Program Operation
Procedural Safeguards and Support Services
Fiscal Operation Administrative Services
OHIO SCHOOL FOR THE DEAF
STATE SCHOOL FOR THE BLIND

ORGANIZATIONAL CHART
# of the
Oklahoma
State Department of Education
November, 1981


Electorate
Governor
Appoints Members
Senate
Confirms Members
State Board of Education
State Supt. Of Public Instruction
President and Executive Officer of Board
Secretary State Board
State Department of Education
Communications/Dissem.
Project Seek
Personnel - Title IX
Affirmative Action
State Fiscal Services
Insurance
State Supt. of Public Instruction
Deputy State Superintendent
Associate Deputy State Superintendent
Associate Deputy State Superintendent
Auditing
Data Center
Mail Service
Printing Services
Assistant Superintendent,
Instruction
Executive Director of
Educational Services
Accreditation
Special Education
Certification
RESC (See Chart)
Teacher Ed./Staff Dev.
School Lunch
Teacher Testing
Media Resources
Title IV-A Indian Ed.
Executive Director of
Curriculum Services
Arts in Education
Curriculum
Comprehensive Health
Guidance & Counseling
State Reading
Driver Education
Basic Skills
VIEW
Career Education
Gifted/Talented
Assistant Superintendent
& Director of Finance
Assistant Director of Finance
Alternate Accounting & Budgeting
State Aid Calculation
Teacher Personnel Records
Textbooks
Transportation
Assistant Superintendent,
Federal Assistance Programs
Director of Federal Programs
Compensatory Education
Human Relations
Educational Equity-Title IX
Adult Education
School Plant Services
Impacted Area Programs
Energy Programs
Bilingual Education
Educational Planning
Program Evaluation Proposal
Development & Research
Library Resources
Equipment Acquisition
Improvement in Local
Educational Practices
Strengthening State
Educational Agency Mgmt.
Federal Fiscal Services
Community Education

Approved by SBE
11/16/81

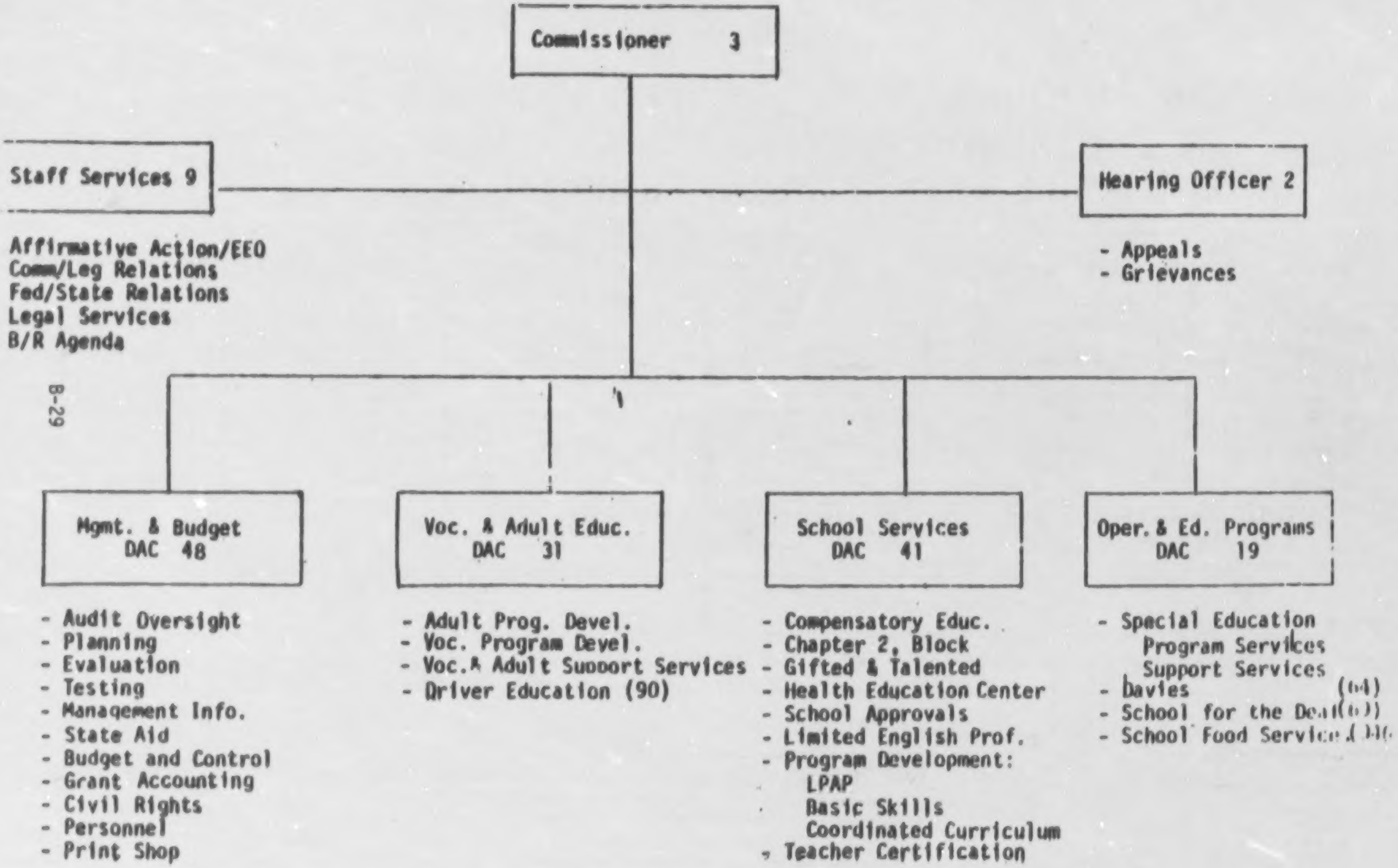
OREGON DEPARTMENT OF EDUCATION


STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
Exec Asst to Supt
STATE BOARD OF EDUCATION
Office of STATE BOARD RELATIONS
Office of COMMUNICATIONS AND GOVERNMENT RELATIONS
Office of DEPUTY SUPERINTENDENT AND ADMINISTRATIVE SUPPORT SERVICES
Personnel
Publications & Word Processing
Budget & Accounting
Computer Services
Internal Auditing
School for the Blind
School for the Deaf
Office of POLICY AND PROGRAM DEVELOPMENT
Instructional Technology
Research, Assessment, Evaluation
Standardization
Office of SCHOOL DISTRICT SERVICES
Legal & Personnel
School Finance & Data Info
Business Services
School Nutrition
Pupil Transportation
Fair Dismissal Appeals Board
Office of COMMUNITY COLLEGE SERVICES
Planning & Administrative Services
Instructional Services (College Transfer, Other Education, Adult Basic Education, GED, Community Schools)
Division of VOCATIONAL EDUCATION
Vocational Planning
Vocational Programs
Apprenticeship Training
Vocational Special Schools
CETA
Division of GENERAL EDUCATION
Compensatory Education
Basic Education
Career Education
Ch. 1, ECIA–Disadvantaged
Ch. 1, ECIA–Migrant
Textbook Commission
Division of SPECIAL EDUCATION AND STUDENT SERVICES
Special Education
Regional Programs, Talented & Gifted
Student Services
Child Development Specialist Program

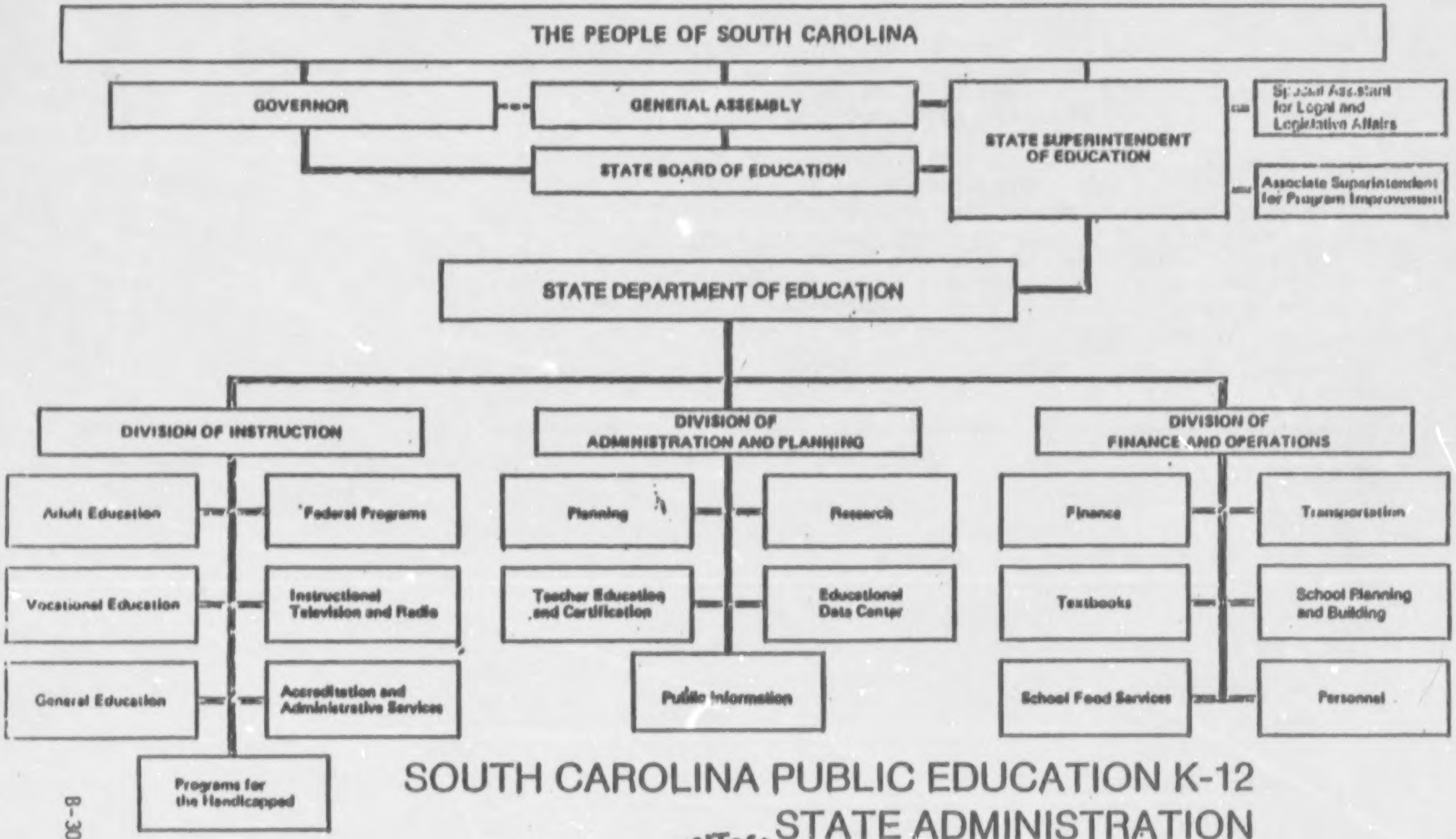
9/82

Table of Organization
JUNE 1, 1982

RHODE ISLAND DEPARTMENT OF EDUCATION


Commissioner 3
Staff Services 9
Affirmative Action/EEO
Comm/Leg Relations
Fed/State Relations
Legal Services
B/R Agenda
Hearing Officer 2
- Appeals
- Grievances
Mgmt. & Budget DAC 48
- Audit Oversight
- Planning
- Evaluation
- Testing
- Management Info.
- State Aid
- Budget and Control
- Grant Accounting
- Civil Rights
- Personnel
- Print Shop
Voc. & Adult Educ. DAC 31
- Adult Prog. Devel.
- Voc. Program Devel.
- Voc.& Adult Support Services
- Driver Education (90)
School Services DAC 41
- Compensatory Educ.
- Chapter 2, Block
- Gifted & Talented
- Health Education Center
- School Approvals
- Limited English Prof.
- Program Development:
LPAP
Basic Skills
Coordinated Curriculum
- Teacher Certification
Oper. & Ed. Programs DAC 19
- Special Education
Program Services
Support Services
- Davies ([illegible])
- School for the Deaf ([illegible])
- School Food Service ([illegible])

Indicates Operations


THE PEOPLE OF SOUTH CAROLINA
GOVERNOR
GENERAL ASSEMBLY
STATE BOARD OF EDUCATION
STATE SUPERINTENDENT OF EDUCATION
Special Assistant for Legal and Legislative Affairs
Associate Superintendent for Program Improvement
STATE DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
DIVISION OF ADMINISTRATION AND PLANNING
DIVISION OF FINANCE AND OPERATIONS
Adult Education
Federal Programs
Vocational Education
Instructional Television and Radio
General Education
Accreditation and Administrative Services
Programs for the Handicapped
Planning
Research
Teacher Education and Certification
Educational Data Center
Public Information
Finance
Transportation
Textbooks
School Planning and Building
School Food Services
Personnel

SOUTH CAROLINA PUBLIC EDUCATION K-12
STATE ADMINISTRATION
FEBRUARY 1982

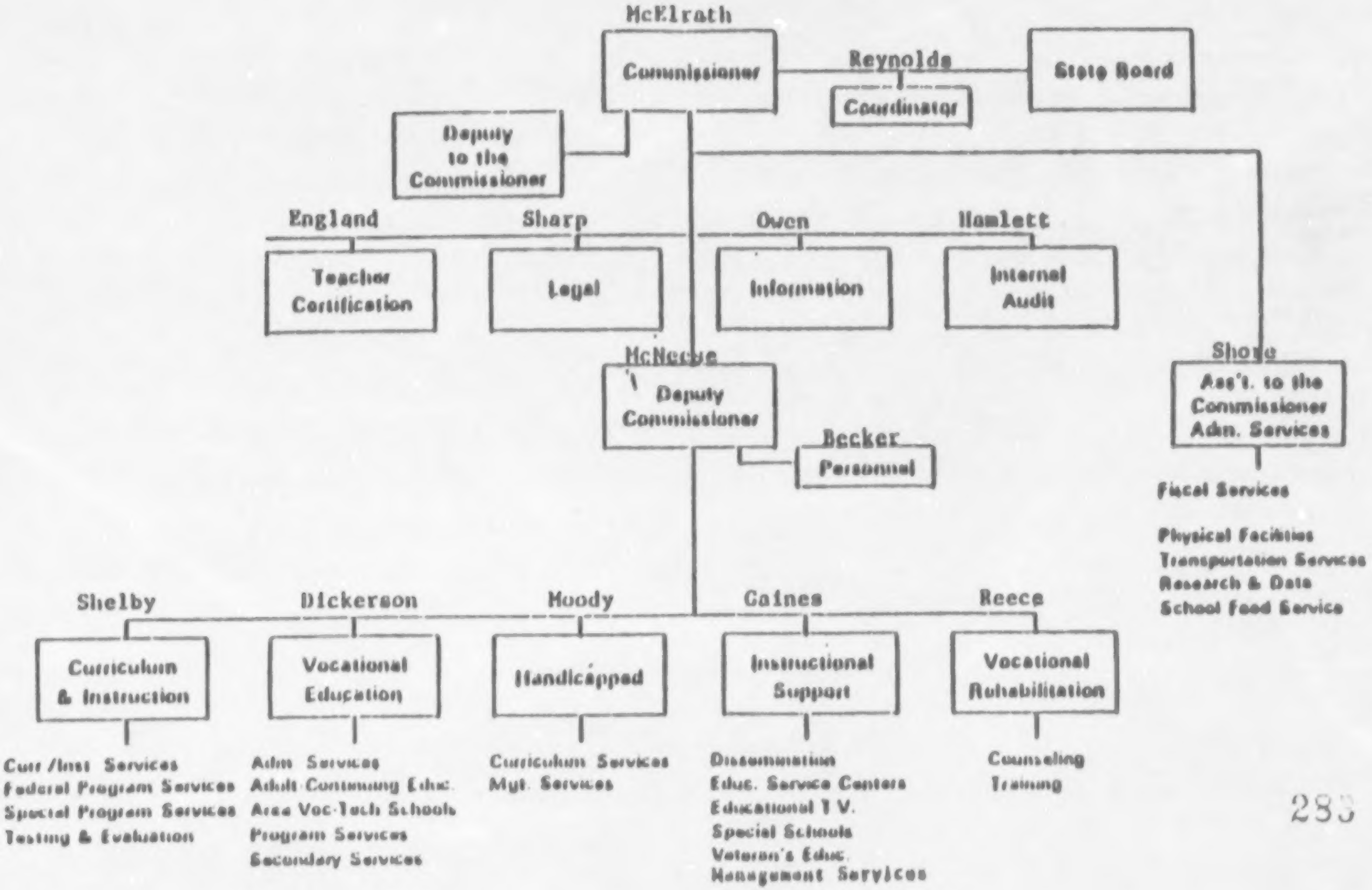
South Dakota Department of Education & Cultural Affairs

STATE BOARD OF EDUCATION

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

Program 01	Program 02	Program 03	Program 04	Program 06	Program 07
5.0	FTE 13.0	FTE 18.0	FTE 11.5	FTE 7.0	FTE 11.5
E SUPERINTENDENT	CURRICULUM & INSTRUCTION	SPECIAL EDUCATION	SPECIAL PROGRAMS	SCHOOL STANDARDS	CHILD & ADULT NUTRITION SERVICES
State Superintendent State Board of Education Educational Resource Services Professional Practices and Standards Commission	A. Curriculum Development B. LEA Services & Leadership Development C. Curriculum Guides & Material D. Instructional Television	A. Indirect Services to Schools B. Program Development and Review C. Direct Services to Schools D. Gifted and Talented	A. Refugee Transition B. Title IV-B & C C. State Facilitator D. Equal Educational Opportunities Sex Desegregation National Origin Bilingual E. Chapter 2 D. Adult Basic Education E. VIEW & Guidance F. Chapter 2, 80%	A. Teacher Certification B. Teacher Education Program Approval C. School Accreditation D. School Administration Reorganization Buildings Transportation	A. Operating Expense Fund (Needy Family) Certification Storage/Distribution Nutrition B. National School Food Commodity Distribution Special Milk Section 4 Section 11 School Breakfast Nutrition Education Education Training C. Supplemental Family Feeding D. AIMS E. Child Care Projects Auditing Discretionary F. Cash-in-Lieu of Commodities G. Summer Food Service

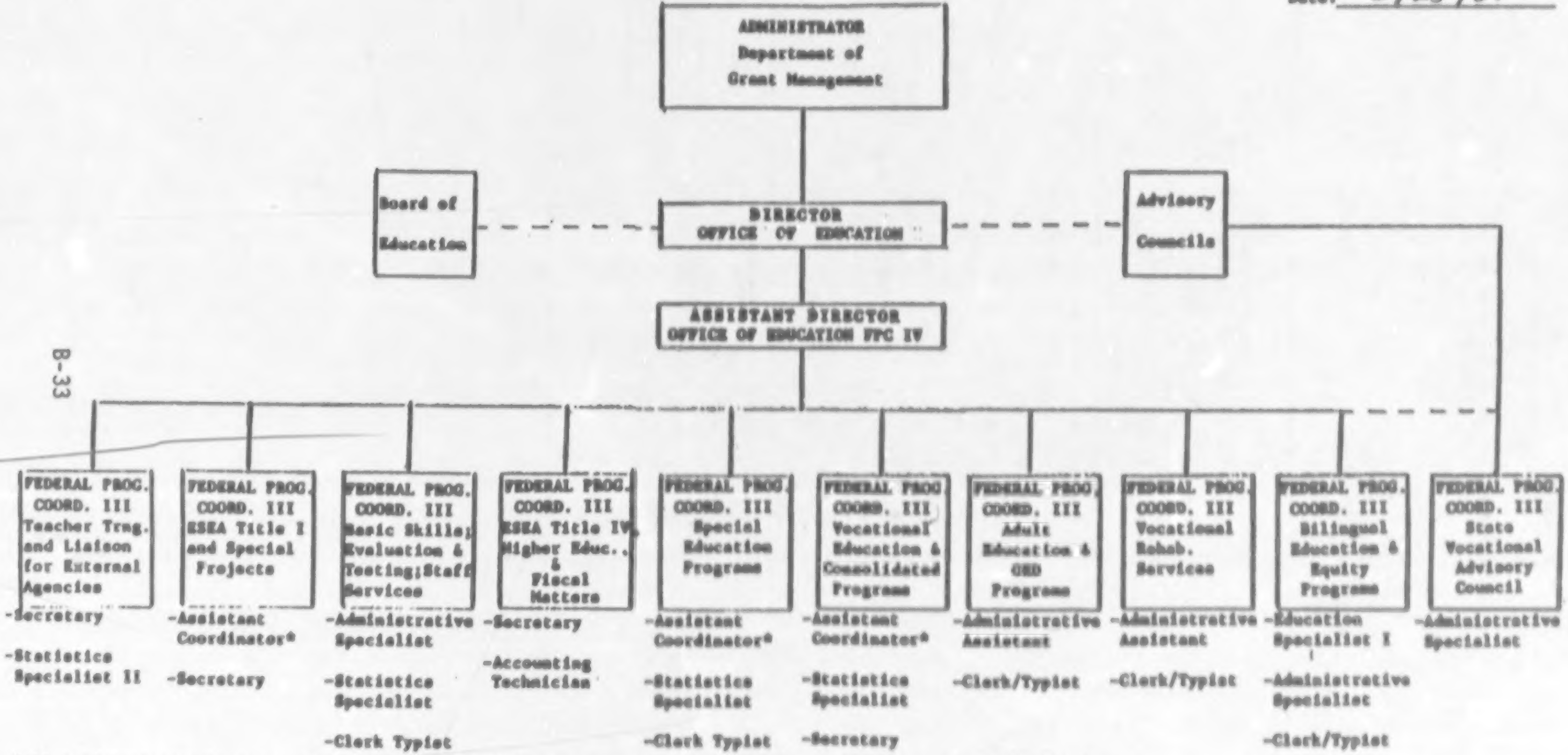
Tennessee Department of Education


McElrath
Commissioner
Reynolds
Coordinator
State Board
Deputy to the Commissioner
England
Teacher Certification
Sharp
Legal
Owen
Information
Hamlett
Internal Audit
McNeese
Deputy Commissioner
Becker
Personnel
Shore
Ass't. to the Commissioner Adm. Services
Fiscal Services
Physical Facilities
Transportation Services
Research & Data
School Food Service
Shelby
Curriculum & Instruction
Curr./Inst. Services
Federal Program Services
Special Program Services
Testing & Evaluation
Dickerson
Vocational Education
Adm. Services
Adult Continuing Educ.
Area Voc-Tech Schools
Program Services
Secondary Services
Moody
Handicapped
Curriculum Services
Mgt. Services
Gaines
Instructional Support
Dissemination
Educ. Service Centers
Educational T.V.
Special Schools
Veteran's Educ.
Management Services
Reece
Vocational Rehabilitation
Counseling
Training

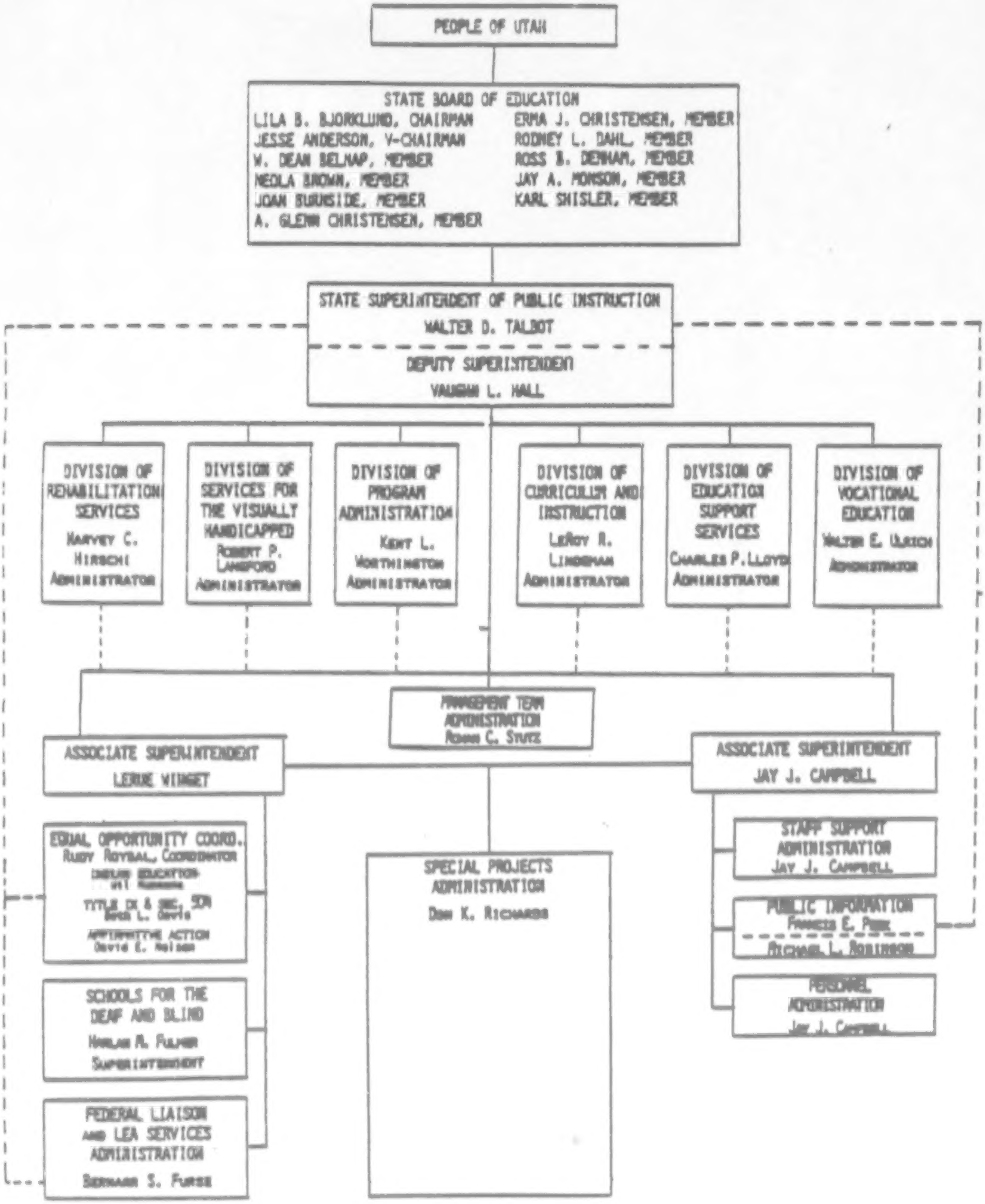
Trust Territory of the Pacific Islands

Approved: ____________
Rasio Moses A/DGM

Date: 3/25/81

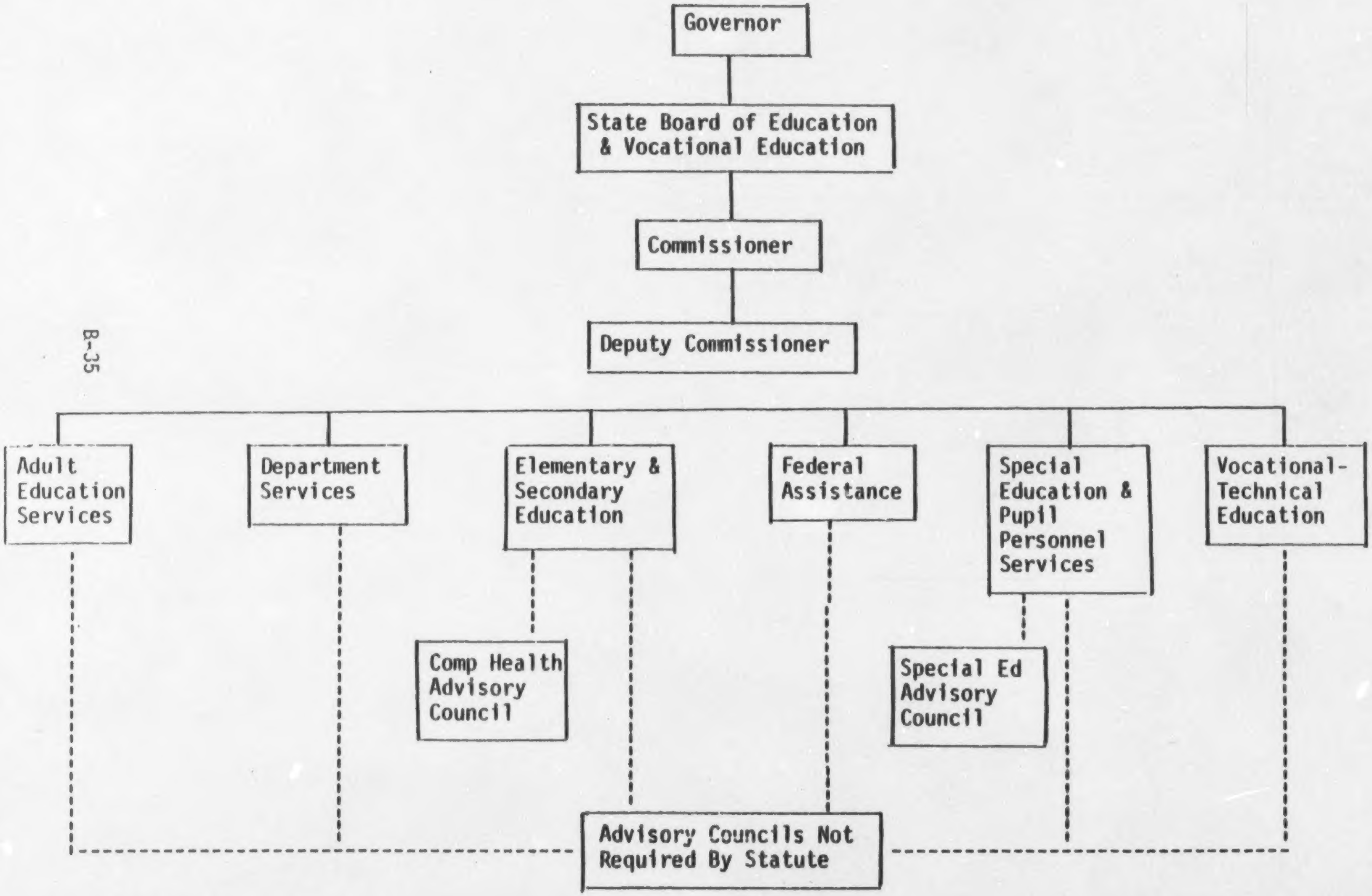

ADMINISTRATOR
Department of
Grant Management
Board of
Education
DIRECTOR
OFFICE OF EDUCATION
Advisory
Councils
ASSISTANT DIRECTOR
OFFICE OF EDUCATION FPC IV
FEDERAL PROG. COORD. III Teacher Trng. and Liaison for External Agencies
-Secretary
-Statistics Specialist II
FEDERAL PROG. COORD. III ESEA Title I and Special Projects
-Assistant Coordinator*
-Secretary
FEDERAL PROG. COORD. III Basic Skills; Evaluation & Testing; Staff Services
-Administrative Specialist
-Statistics Specialist
-Clerk Typist
FEDERAL PROG. COORD. III ESEA Title IV, Higher Educ., & Fiscal Matters
-Secretary
-Accounting Technician
FEDERAL PROG. COORD. III Special Education Programs
-Assistant Coordinator*
-Statistics Specialist
-Clerk Typist
FEDERAL PROG. COORD. III Vocational Education & Consolidated Programs
-Assistant Coordinator*
-Statistics Specialist
-Secretary
FEDERAL PROG. COORD. III Adult Education & GED Programs
-Administrative Assistant
-Clerk/Typist
FEDERAL PROG. COORD. III Vocational Rehab. Services
-Administrative Assistant
-Clerk/Typist
FEDERAL PROG. COORD. III Bilingual Education & Equity Programs
-Education Specialist I
-Administrative Specialist
-Clerk/Typist
FEDERAL PROG. COORD. III State Vocational Advisory Council
-Administrative Specialist

*All assistant coordinator positions are or will be located in the Federated States of Micronesia, Kolonia, Ponape

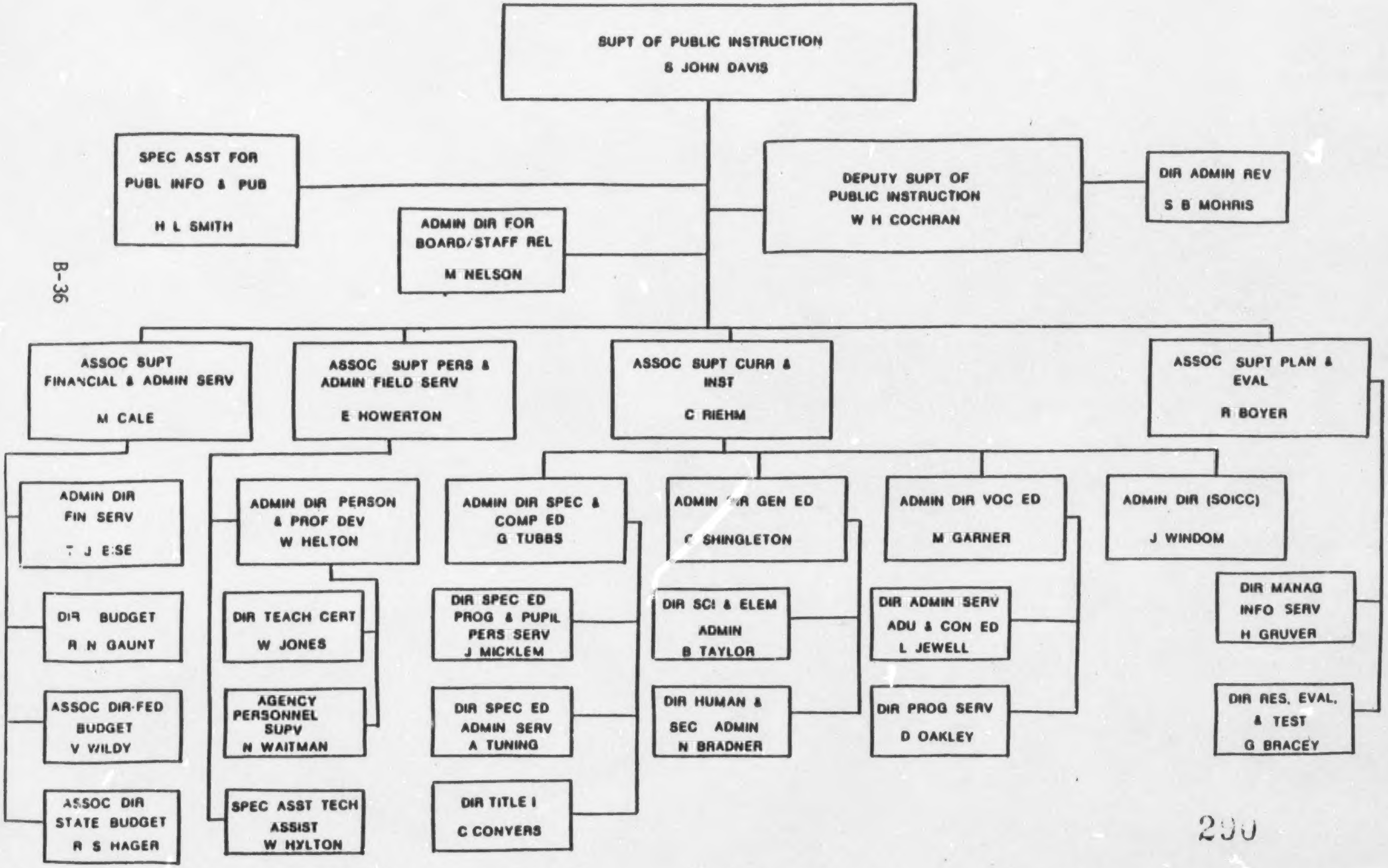

PEOPLE OF UTAH
STATE BOARD OF EDUCATION
LILA B. BJORKLUND, CHAIRMAN
JESSE ANDERSON, V-CHAIRMAN
W. DEAN BELNAP, MEMBER
NEOLA BROWN, MEMBER
JOAN BURNSIDE, MEMBER
A. GLENN CHRISTENSEN, MEMBER
ERMA J. CHRISTENSEN, MEMBER
RODNEY L. DAHL, MEMBER
ROSS B. DENHAM, MEMBER
JAY A. MONSON, MEMBER
KARL SHISLER, MEMBER
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
WALTER D. TALBOT
DEPUTY SUPERINTENDENT
VAUGHN L. HALL
DIVISION OF REHABILITATION SERVICES
Harvey C. Hirschi
Administrator
DIVISION OF SERVICES FOR THE VISUALLY HANDICAPPED
Robert P. Langford
Administrator
DIVISION OF PROGRAM ADMINISTRATION
Kent L. Worthington
Administrator
DIVISION OF CURRICULUM AND INSTRUCTION
LeRoy R. Lindeman
Administrator
DIVISION OF EDUCATION SUPPORT SERVICES
Charles P. Lloyd
Administrator
DIVISION OF VOCATIONAL EDUCATION
Walter E. Ulrich
Administrator
MANAGEMENT TEAM ADMINISTRATION
Rowan C. Stutz
ASSOCIATE SUPERINTENDENT
LERUE WINGET
ASSOCIATE SUPERINTENDENT
JAY J. CAMPBELL
EQUAL OPPORTUNITY COORD.
Rudy Roybal, Coordinator
Indian Education
Wil Numkena
Title IX & Sec. 504
Beth L. Davis
Affirmative Action
David E. Nelson
SCHOOLS FOR THE DEAF AND BLIND
Harlan A. Fulmer
Superintendent
FEDERAL LIAISON AND LEA SERVICES ADMINISTRATION
Bernarr S. Furse
SPECIAL PROJECTS ADMINISTRATION
Don K. Richards
STAFF SUPPORT ADMINISTRATION
Jay J. Campbell
PUBLIC INFORMATION
Francis E. Peek
Michael L. Robinson
PERSONNEL ADMINISTRATION
Jay J. Campbell

ORGANIZATION CHART
UTAH STATE OFFICE OF EDUCATION
DECEMBER 23, 1981

August 1, 1982
Vermont Department of Education

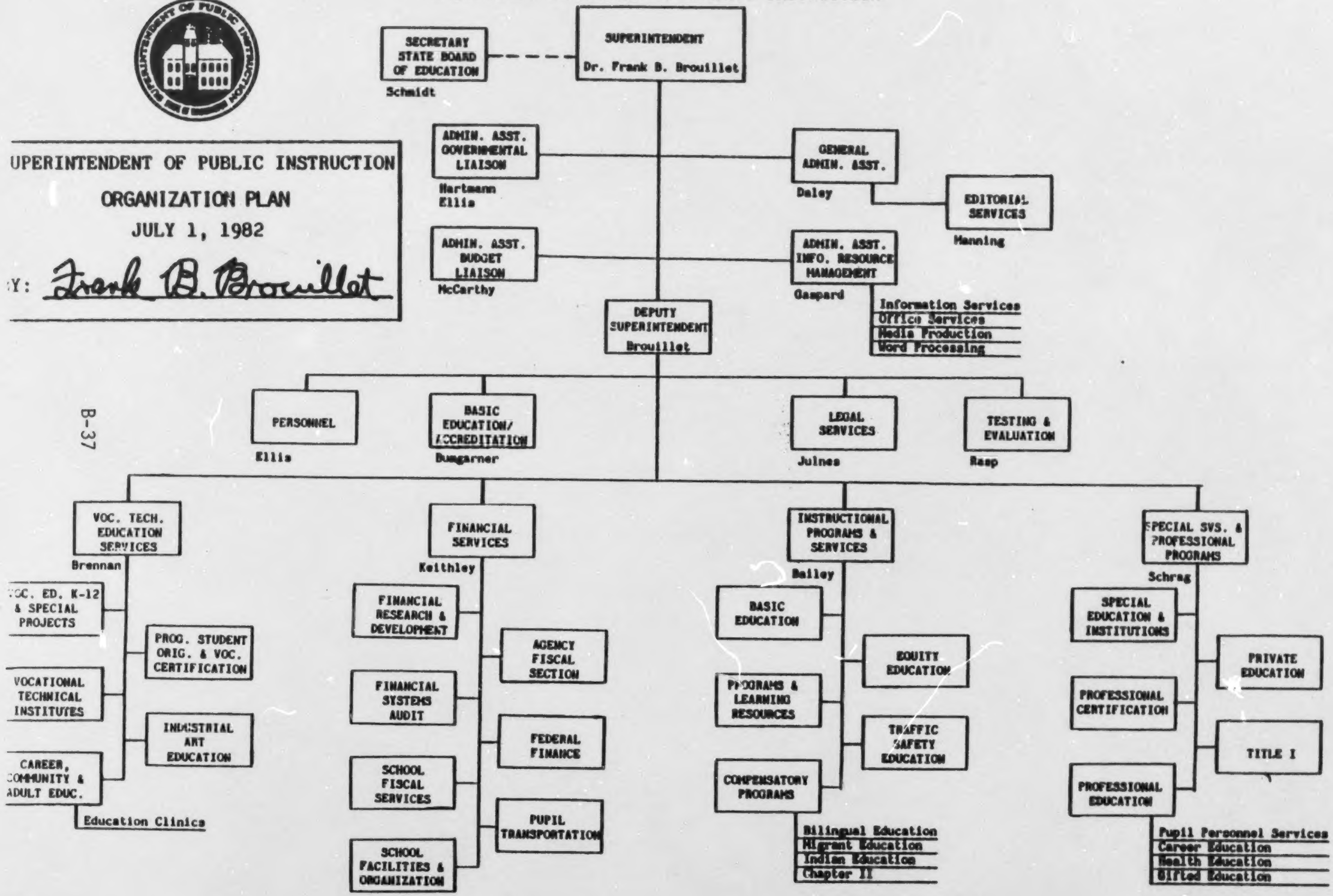

Governor
State Board of Education & Vocational Education
Commissioner
Deputy Commissioner
Adult Education Services
Department Services
Elementary & Secondary Education
Federal Assistance
Special Education & Pupil Personnel Services
Vocational-Technical Education
Comp Health Advisory Council
Special Ed Advisory Council
Advisory Councils Not Required By Statute

Virginia Department of Education


SUPT OF PUBLIC INSTRUCTION
S JOHN DAVIS
SPEC ASST FOR PUBL INFO & PUB
H L SMITH
DEPUTY SUPT OF PUBLIC INSTRUCTION
W H COCHRAN
DIR ADMIN REV
S B MORRIS
ADMIN DIR FOR BOARD/STAFF REL
M NELSON
ASSOC SUPT FINANCIAL & ADMIN SERV
M CALE
ASSOC SUPT PERS & ADMIN FIELD SERV
E HOWERTON
ASSOC SUPT CURR & INST
C RIEHM
ASSOC SUPT PLAN & EVAL
R BOYER
ADMIN DIR FIN SERV
T J E:SE
DIR BUDGET
R N GAUNT
ASSOC DIR-FED BUDGET
V WILDY
ASSOC DIR STATE BUDGET
R S HAGER
ADMIN DIR PERSON & PROF DEV
W HELTON
DIR TEACH CERT
W JONES
AGENCY PERSONNEL SUPV
N WAITMAN
SPEC ASST TECH ASSIST
W HYLTON
ADMIN DIR SPEC & COMP ED
G TUBBS
DIR SPEC ED PROG & PUPIL PERS SERV
J MICKLEM
DIR SPEC ED ADMIN SERV
A TUNING
DIR TITLE I
C CONYERS
ADMIN DIR GEN ED
C SHINGLETON
DIR SCI & ELEM ADMIN
B TAYLOR
DIR HUMAN & SEC ADMIN
N BRADNER
ADMIN DIR VOC ED
M GARNER
DIR ADMIN SERV ADU & CON ED
L JEWELL
DIR PROG SERV
D OAKLEY
ADMIN DIR (SOICC)
J WINDOM
DIR MANAG INFO SERV
H GRUVER
DIR RES, EVAL, & TEST
G BRACEY

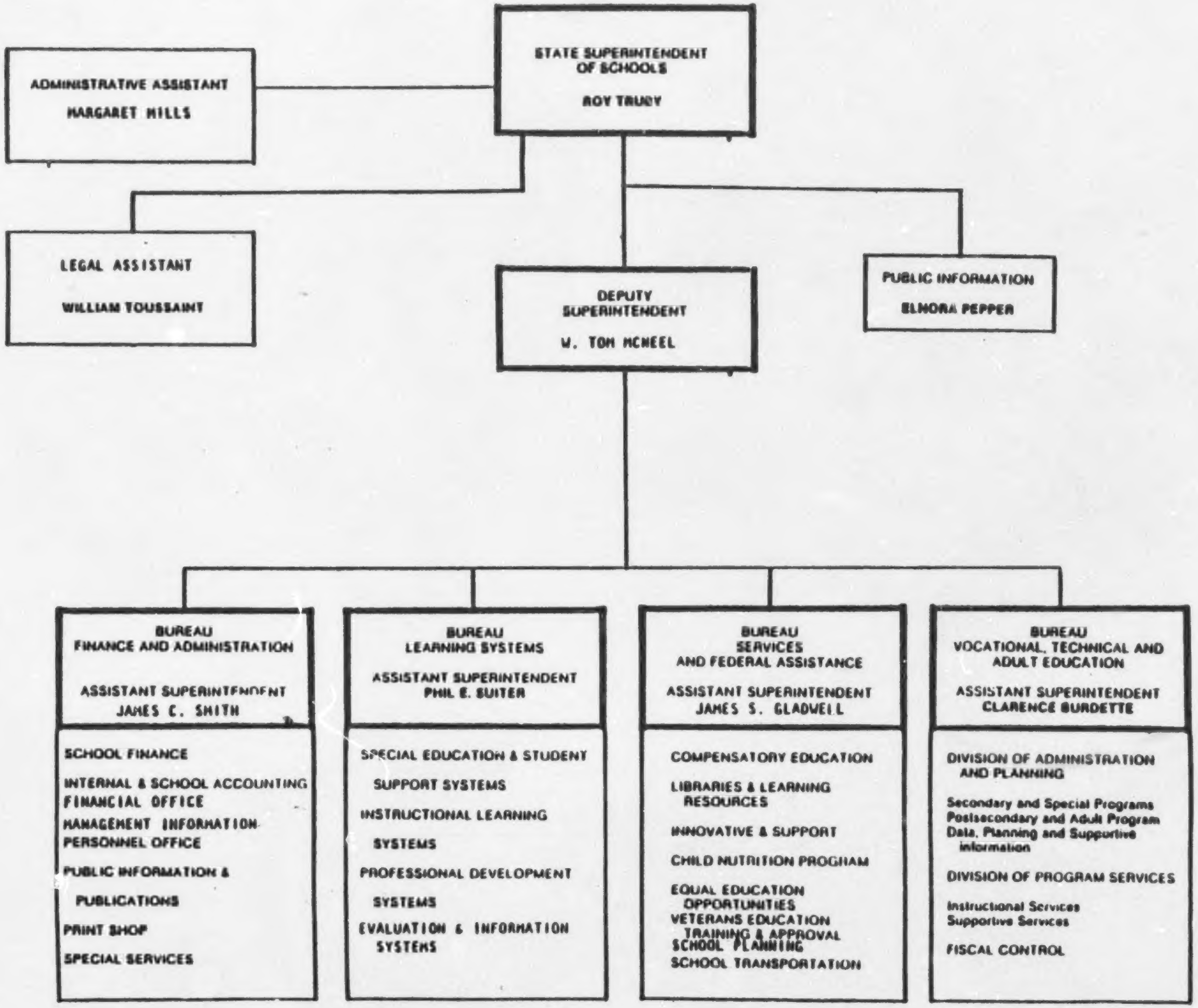
WASHINGTON DEPARTMENT OF PUBLIC INSTRUCTION

UPERINTENDENT OF PUBLIC INSTRUCTION
ORGANIZATION PLAN
JULY 1, 1982
Y: Frank B. Brouillet


SUPERINTENDENT
Dr. Frank B. Brouillet
SECRETARY STATE BOARD OF EDUCATION
Schmidt
ADMIN. ASST. GOVERNMENTAL LIAISON
Hartmann
Ellis
GENERAL ADMIN. ASST.
Daley
EDITORIAL SERVICES
Manning
ADMIN. ASST. BUDGET LIAISON
McCarthy
ADMIN. ASST. INFO. RESOURCE MANAGEMENT
Gaspard
Information Services
Office Services
Media Production
Word Processing
DEPUTY SUPERINTENDENT
Brouillet
PERSONNEL
Ellis
BASIC EDUCATION/ ACCREDITATION
Bumgarner
LEGAL SERVICES
Julnes
TESTING & EVALUATION
Rasp
VOC. TECH. EDUCATION SERVICES
Brennan
VOC. ED. K-12 & SPECIAL PROJECTS
PROG. STUDENT ORIG. & VOC. CERTIFICATION
VOCATIONAL TECHNICAL INSTITUTES
INDUSTRIAL ART EDUCATION
CAREER, COMMUNITY & ADULT EDUC.
Education Clinics
FINANCIAL SERVICES
Keithley
FINANCIAL RESEARCH & DEVELOPMENT
AGENCY FISCAL SECTION
FINANCIAL SYSTEMS AUDIT
FEDERAL FINANCE
SCHOOL FISCAL SERVICES
PUPIL TRANSPORTATION
SCHOOL FACILITIES & ORGANIZATION
INSTRUCTIONAL PROGRAMS & SERVICES
Bailey
BASIC EDUCATION
EQUITY EDUCATION
PROGRAMS & LEARNING RESOURCES
TRAFFIC SAFETY EDUCATION
COMPENSATORY PROGRAMS
Bilingual Education
Migrant Education
Indian Education
Chapter II
SPECIAL SVS. & PROFESSIONAL PROGRAMS
Schrag
SPECIAL EDUCATION & INSTITUTIONS
PRIVATE EDUCATION
PROFESSIONAL CERTIFICATION
TITLE I
PROFESSIONAL EDUCATION
Pupil Personnel Services
Career Education
Health Education
Gifted Education

ORGANIZATIONAL CHART

West Virginia Department of Education



STATE SUPERINTENDENT OF SCHOOLS
ROY TRUBY

ADMINISTRATIVE ASSISTANT
MARGARET MILLS

LEGAL ASSISTANT
WILLIAM TOUSSAINT

PUBLIC INFORMATION
ELNORA PEPPER

DEPUTY SUPERINTENDENT
W. TOM MCNEEL

BUREAU FINANCE AND ADMINISTRATION
ASSISTANT SUPERINTENDENT
JAMES C. SMITH

- SCHOOL FINANCE
- INTERNAL & SCHOOL ACCOUNTING
- FINANCIAL OFFICE
- MANAGEMENT INFORMATION
- PERSONNEL OFFICE
- PUBLIC INFORMATION & PUBLICATIONS
- PRINT SHOP
- SPECIAL SERVICES

BUREAU LEARNING SYSTEMS
ASSISTANT SUPERINTENDENT
PHIL E. SUITER

- SPECIAL EDUCATION & STUDENT SUPPORT SYSTEMS
- INSTRUCTIONAL LEARNING SYSTEMS
- PROFESSIONAL DEVELOPMENT SYSTEMS
- EVALUATION & INFORMATION SYSTEMS

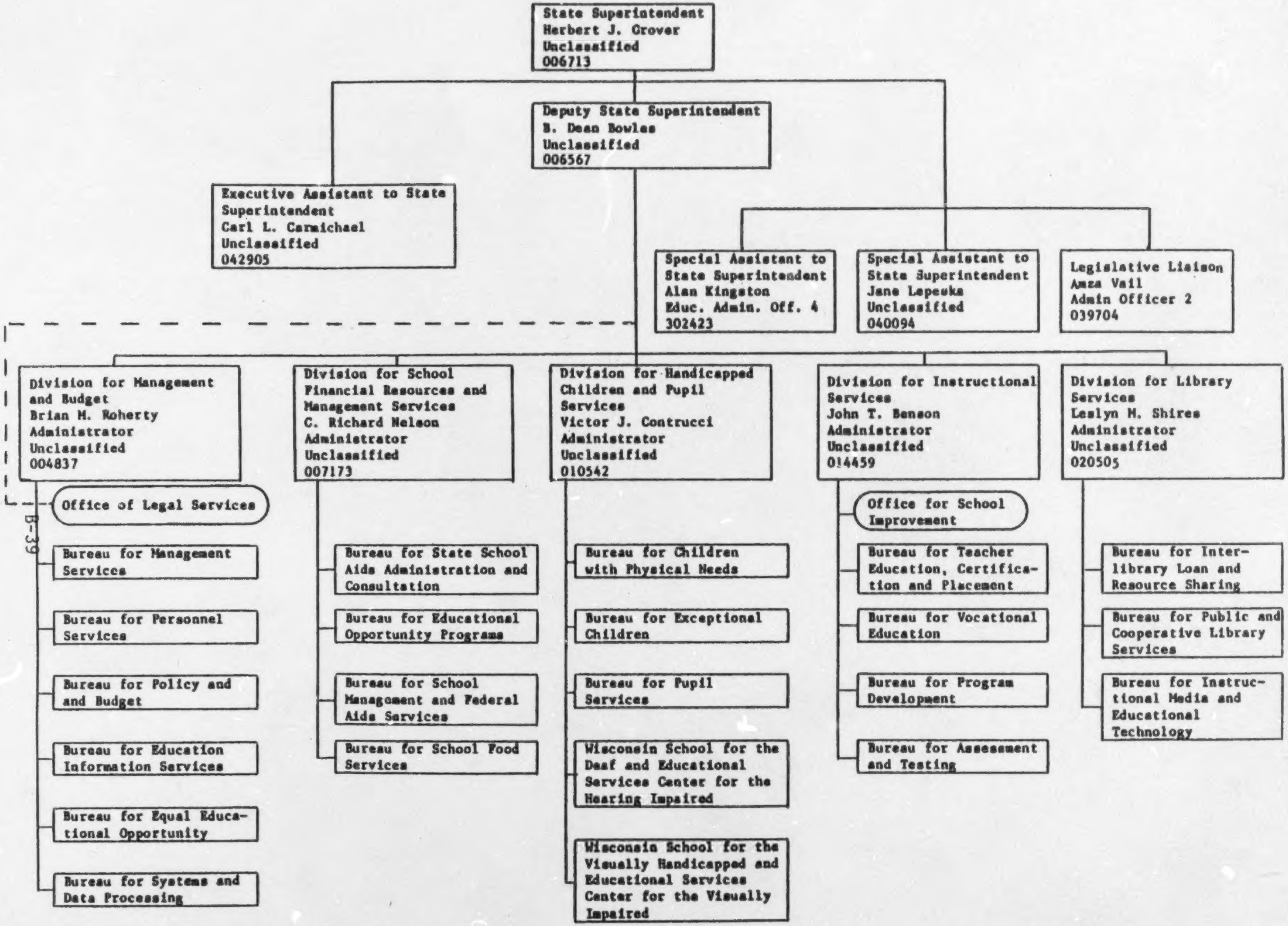
BUREAU SERVICES AND FEDERAL ASSISTANCE
ASSISTANT SUPERINTENDENT
JAMES S. GLADWELL

- COMPENSATORY EDUCATION
- LIBRARIES & LEARNING RESOURCES
- INNOVATIVE & SUPPORT
- CHILD NUTRITION PROGRAM
- EQUAL EDUCATION OPPORTUNITIES
- VETERANS EDUCATION TRAINING & APPROVAL
- SCHOOL PLANNING
- SCHOOL TRANSPORTATION

BUREAU VOCATIONAL, TECHNICAL AND ADULT EDUCATION
ASSISTANT SUPERINTENDENT
CLARENCE BURDETTE

- DIVISION OF ADMINISTRATION AND PLANNING
  - Secondary and Special Programs
  - Postsecondary and Adult Program
  - Data, Planning and Supportive information
- DIVISION OF PROGRAM SERVICES
  - Instructional Services
  - Supportive Services
- FISCAL CONTROL

September 1982



State Superintendent
Herbert J. Grover
Unclassified
006713

Deputy State Superintendent
B. Dean Bowles
Unclassified
006567

Executive Assistant to State Superintendent
Carl L. Carmichael
Unclassified
042905

Special Assistant to State Superintendent
Alan Kingston
Educ. Admin. Off. 4
302423

Special Assistant to State Superintendent
Jane Lepeska
Unclassified
040094

Legislative Liaison
Amza Vail
Admin Officer 2
039704

Division for Management and Budget
Brian H. Roherty
Administrator
Unclassified
004837

- Office of Legal Services
- Bureau for Management Services
- Bureau for Personnel Services
- Bureau for Policy and and Budget
- Bureau for Education Information Services
- Bureau for Equal Educational Opportunity
- Bureau for Systems and Data Processing

Division for School Financial Resources and Management Services
C. Richard Nelson
Administrator
Unclassified
007173

- Bureau for State School Aids Administration and Consultation
- Bureau for Educational Opportunity Programs
- Bureau for School Management and Federal Aids Services
- Bureau for School Food Services

Division for Handicapped Children and Pupil Services
Victor J. Contrucci
Administrator
Unclassified
010542

- Bureau for Children with Physical Needs
- Bureau for Exceptional Children
- Bureau for Pupil Services
- Wisconsin School for the Deaf and Educational Services Center for the Hearing Impaired
- Wisconsin School for the Visually Handicapped and Educational Services Center for the Visually Impaired

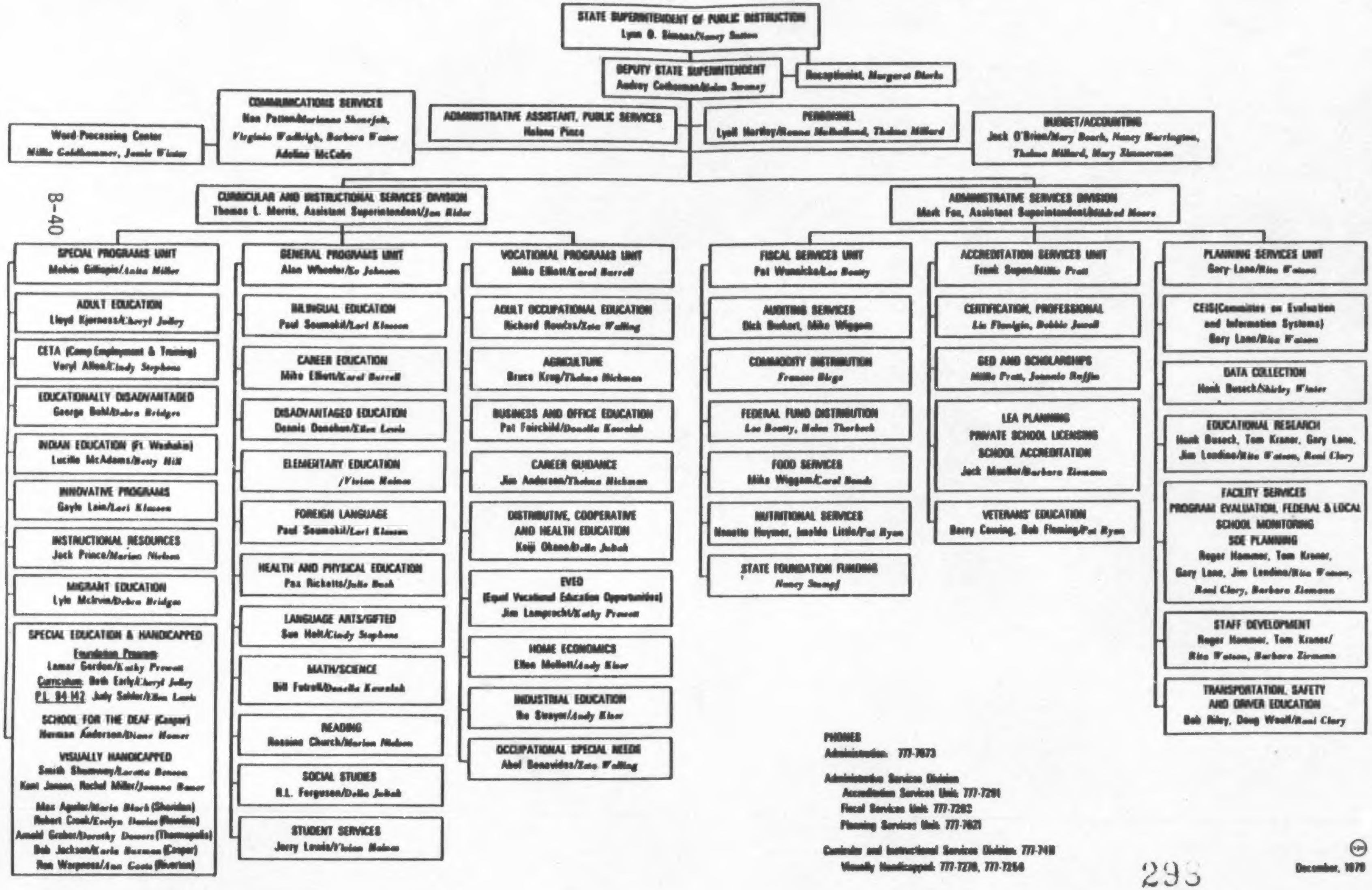
Division for Instructional Services
John T. Benson
Administrator
Unclassified
014459

- Office for School Improvement
- Bureau for Teacher Education, Certification and Placement
- Bureau for Vocational Education
- Bureau for Program Development
- Bureau for Assessment and Testing

Division for Library Services
Leslyn M. Shires
Administrator
Unclassified
020505

- Bureau for Interlibrary Loan and Resource Sharing
- Bureau for Public and Cooperative Library Services
- Bureau for Instructional Media and Educational Technology

Personnel Chart -- Wyoming State Department of Education


STATE SUPERINTENDENT OF PUBLIC INSTRUCTION Lynn O. Simons/Nancy Sutton
DEPUTY STATE SUPERINTENDENT Audrey Cotherman/Helen Sweeney
Receptionist, Margaret Dierks
COMMUNICATIONS SERVICES Nan Patton/Marianne Shonefelt, Virginia Wadleigh, Barbara Winter, Adeline McCabe
Word Processing Center Millie Goldhammer, Jamie Winter
ADMINISTRATIVE ASSISTANT, PUBLIC SERVICES Helena Pince
PERSONNEL Lyall Hartley/Romona Mulholland, Thelma Millard
BUDGET/ACCOUNTING Jack O'Brien/Mary Beach, Nancy Harrington, Thelma Millard, Mary Zimmerman
CURRICULAR AND INSTRUCTIONAL SERVICES DIVISION Thomas L. Morris, Assistant Superintendent/Jan Rider
ADMINISTRATIVE SERVICES DIVISION Mark Fox, Assistant Superintendent/Mildred Moore
SPECIAL PROGRAMS UNIT Melvin Gillespie/Anita Miller
ADULT EDUCATION Lloyd Kjorness/Cheryl Jolley
CETA (Comp Employment & Training) Veryl Allen/Cindy Stephens
EDUCATIONALLY DISADVANTAGED George Bohl/Debra Bridges
INDIAN EDUCATION (Ft. Washakie) Lucille McAdams/Betty Hill
INNOVATIVE PROGRAMS Gayle Lain/Lori Klassen
INSTRUCTIONAL RESOURCES Jack Prince/Marian Nielsen
MIGRANT EDUCATION Lyle McIrvin/Debra Bridges
SPECIAL EDUCATION & HANDICAPPED
Foundation Program: Lamar Gordon/Kathy Prewett
Curriculum: Beth Early/Cheryl Jolley
P.L. 94-142: Judy Sobler/Ellen Lewis
SCHOOL FOR THE DEAF (Casper) Herman Anderson/Diane Homer
VISUALLY HANDICAPPED Smith Shumway/Loretta Benson
Kent Jensen, Rachel Miller/Joanne Bauer
Max Aguilar/Marie Black (Sheridan)
Robert Crook/Evelyn Davies (Rawlins)
Arnold Graber/Dorothy Deavers (Thermopolis)
Bob Jackson/Karla Burman (Casper)
Ron Warpness/Ann Coats (Riverton)
GENERAL PROGRAMS UNIT Alan Wheeler/Jo Johnson
BILINGUAL EDUCATION Paul Soumokil/Lori Klassen
CAREER EDUCATION Mike Elliott/Karol Burrell
DISADVANTAGED EDUCATION Dennis Donohue/Ellen Lewis
ELEMENTARY EDUCATION /Vivian Maines
FOREIGN LANGUAGE Paul Soumokil/Lori Klassen
HEALTH AND PHYSICAL EDUCATION Pax Ricketts/Julie Bush
LANGUAGE ARTS/GIFTED Sue Holt/Cindy Stephens
MATH/SCIENCE Bill Futrell/Donella Kowalski
READING Roxanne Church/Marian Nielsen
SOCIAL STUDIES R.L. Ferguson/Della Jubah
STUDENT SERVICES Jerry Lewis/Vivian Maines
VOCATIONAL PROGRAMS UNIT Mike Elliott/Karol Burrell
ADULT OCCUPATIONAL EDUCATION Richard Rowles/Zona Walling
AGRICULTURE Bruce Krug/Thelma Hickman
BUSINESS AND OFFICE EDUCATION Pat Fairchild/Donella Kowalski
CAREER GUIDANCE Jim Anderson/Thelma Hickman
DISTRIBUTIVE, COOPERATIVE AND HEALTH EDUCATION Keiji Okano/Della Jubah
EVED (Equal Vocational Education Opportunities) Jim Lamprecht/Kathy Prewett
HOME ECONOMICS Ellen Mellott/Andy Kiser
INDUSTRIAL EDUCATION Ike Sweyer/Andy Kiser
OCCUPATIONAL SPECIAL NEEDS Abel Benavides/Zona Walling
FISCAL SERVICES UNIT Pat Wunnicke/Lee Beatty
AUDITING SERVICES Dick Burkart, Mike Wiggam
COMMODITY DISTRIBUTION Frances Birge
FEDERAL FUND DISTRIBUTION Lee Beatty, Helen Thorbeck
FOOD SERVICES Mike Wiggam/Carol Bonds
NUTRITIONAL SERVICES Nanette Heymer, Imelda Little/Pat Ryan
STATE FOUNDATION FUNDING Nancy Stumpf
ACCREDITATION SERVICES UNIT Frank Sugano/Millie Pratt
CERTIFICATION, PROFESSIONAL Liz Flanigin, Debbie Jewell
GED AND SCHOLARSHIPS Millie Pratt, Jeannie Ruffin
LEA PLANNING PRIVATE SCHOOL LICENSING SCHOOL ACCREDITATION Jack Mueller/Barbara Ziemann
VETERANS' EDUCATION Barry Cowing, Bob Fleming/Pat Ryan
PLANNING SERVICES UNIT Gary Lane/Rita Watson
CEIS (Committee on Evaluation and Information Systems) Gary Lane/Rita Watson
DATA COLLECTION Hank Busech/Shirley Winter
EDUCATIONAL RESEARCH Hank Busech, Tom Kraner, Gary Lane, Jim Lendino/Rita Watson, Roni Clary
FACILITY SERVICES PROGRAM EVALUATION, FEDERAL & LOCAL SCHOOL MONITORING SDE PLANNING Roger Hammer, Tom Kraner, Gary Lane, Jim Lendino/Rita Watson, Roni Clary, Barbara Ziemann
STAFF DEVELOPMENT Roger Hammer, Tom Kraner/Rita Watson, Barbara Ziemann
TRANSPORTATION, SAFETY AND DRIVER EDUCATION Bob Riley, Doug Woolf/Roni Clary

PHONES

Administration: 777-7673

Administrative Services Division
 Accreditation Services Unit: 777-7291
 Fiscal Services Unit: 777-7280
 Planning Services Unit: 777-7621

Curricular and Instructional Services Division: 777-7411
 Visually Handicapped: 777-7270, 777-7256

December, 1979

APPENDIX C

PUBLIC INFORMATION OFFICERS IN STATE EDUCATION AGENCIES

This directory is based on information gathered in the summer of 1982.

ALABAMA

Michael Hamilton
Department of Education
State Office Building
Montgomery, AL 36130
(205) 832-3316

ALASKA

Harry Gamble
Pouch 7
Juneau, AK 99811
(907) 465-2821

ARIZONA

State Department of Education
1535 West Jefferson
Phoenix, Arizona 85007
(602) 255-4361

ARKANSAS

Sara Murphy
State Education Building
Room 304A
Capitol Mall
Little Rock, AR 72201
(501) 371-5185

CALIFORNIA

Sigrid Bathen
Special Assistant to the Superintendent
721 Capitol Mall
Sacramento, CA 95814
(916) 322-2008

COLORADO

State Department of Education
201 East Colfax Avenue, #523
Denver, Colorado, 80203
(303) 866-2213

CONNECTICUT

Patricia Scully Belair
Assistant to the Commissioner
for Public Information
Connecticut State Department of
Education
P.O. Box 2219
Hartford, Connecticut 06145
(203) 566-5497

DELAWARE

Ambrose Hagarty
State Specialist, Public Information
State Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19901
(302) 736-4602

FLORIDA

Patrick Dallet
Department of Education
Tallahassee, Florida 32301
(904) 488-5030

GEORGIA

Anne Raymond
Director, Public Information
and Publications Division
Georgia Department of Education
16th Floor, Twin Towers East
Atlanta, GA 30334
(404) 656-2476

HAWAII

Kathleen Jones
Public Relations Officer
Office of the Superintendent
Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 548-6583

IDAHO

Helen Williams
Public Information Specialist
Len B. Jordon Office Building
Boise, ID 83720
(208) 334-3225

ILLINOIS

Lee Miller
State Board of Education
100 N. First
Springfield, IL 62777
(217) 782-4648

INDIANA

State Department of Public Instruction
State House, Room 227
Indianapolis, Indiana 42604
(317) 232-6612

IOWA

Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-3436

KANSAS

Robert Gast
State Department of Educatin
120 East Tenth Street
Topeka, Kansas 66612
(913) 296-4961

KENTUCKY

State Department of Education
1725 Capitol Plaza Tower
Frankfort, Kentucky 40601
(502) 564-4770

LOUISIANA

Bonnie Moore
State Department of Education
P.O. Box 44064
Baton Rouge, Louisiana 70804
(504) 342-3613

MAINE

Penston Pert
Department of Educational and
Cultural Services
Education Building
State House Station #23
Augusta, ME 04333
(207) 289-2431

MARYLAND

Gus A. Crenson
Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(301) 659-2221

MASSACHUSETTS

Richard Gilman
Educational Information Services
Department of Education
1385 Hancock Street
Quincy, Massachusetts 02169
(617) 770-7505

MICHIGAN

Tom Farrell
Assistant Superintendent for
Public Affairs
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-7802

MINNESOTA

Department of Education
550 Cedar Street
St. Paul, MN 55101
(612) 296-2358

MISSISSIPPI

John Lynch
Department of Education
P.O. Box 771
Jackson Mississippi 39205
(601) 354-7346

MISSOURI

Jim Morris
Director, Public Information
P.O. Box 480
Jefferson City, MO 65102
(314) 751-3469

MONTANA

Marilyn Miller
State Office of Public Instruction
State Capitol
Helena, Montana 59601
(406) 449-3654

NEBRASKA

Gregg Otte
Department of Education
P.O. Box 94987
Lincoln, Nebraska 68509
(402) 471-2697

NEVADA

State Department of Education
400 West King Street, Capitol Complex
Carson City, Nevada 89170
(702) 885-3100

NEW HAMPSHIRE

State Department of Education
410 State House Annex
Concord, New Hampshire 03301
(603) 271-3144

NEW JERSEY

State Department of Education
225 West State Street
Trenton, New Jersey 08625
(609) 292-4450

NEW MEXICO

Department of Education
Education Building
Santa Fe, NM 87505
(505) 827-536

NEW YORK

Arnold Bloom
State Education Department
89 Washington Avenue
Albany, New York 12234
(518) 474-5844

NORTH CAROLINA

Tom Davis
Department of Education
Room 351
Education Building
Raleigh, North Carolina 27611
(919) 733-3813

NORTH DAKOTA

Department of Public Instruction
State Capital
Bismark, SD 58505
(701) 224-4572

OHIO

Arlene Baker
Department of Education
Room 808
65 South Front Street
Columbus, Ohio 43215
(614) 466-2517

OREGON

Department of Education
700 Pringle Parkway, S.E.
Salem, Oregon 97310
(503) 378-3573

PENNSYLVANIA

Department of Education
333 Market Street
P.O. Box 911
Harrisburg, Pennsylvania 17108
(717) 787-5820

RHODE ISLAND

Lorraine C. Webber
Special Assistant to Commissioner,
  Public Information
Department of Education
22 Hayes Street
Providence, RI 02908
(401) 277-2031

SOUTH CAROLINA

Raymond L. Morton
Department of Education
1006 Rutledge Building
1429 Senate Street
Columbia, South Carolina 29201
(803) 758-3291

305

SOUTH DAKOTA

Department of Education and
Cultural Affairs
Kneip Building
Pierre, SD 57501
(605) 773-3456

TENNESSEE

Sidney Owen
Director of Information
Department of Education
100 Cordell Hull Building
Nashville, TN 37219
(615) 741-7027

TEXAS

Marge Wightman
Director of Communication Services
Texas Education Agency
201 East 11th Street
Austin, Texas 78701
(512) 475-5601

UTAH

Fran Peek
Director, Public Information
State Office of Education
250 East Fifth South
Salt Lake City, UT 84111
(801) 533-5994

VERMONT

Joyce Wolkemer
Department of Education
State Office Building
Montpelier, Vermont 05602
(802) 828-3135

VIRGINIA

Harry L. Smith
Special Assistant for Public Information
Department of Education
P.O. Box 6-Q
Richmond, VA 23216
(804) 225-2020

WASHINGTON

Charlotte Manning
Public Information Officer
Superintendent of Public Instruction
7510 Armstrong Street S.W. FG-11
Tumwater, Washington 98504
(206) 753-6725

WEST VIRGINIA

Elnora Pepper
Director, Public Information and
Publications
State Department of Education
1900 Washington Street, East
Room 3[illegible]0
Charleston, WV 25305
(304) 348-3667

WISCONSIN

Jane Lepeska
Department of Public Instruction
125 Webster Street
P.O. Box 7841
Madison, WI 53707
(608) 266-9356

WYOMING

Dennis Kane
Department of Education
Hathaway Building
Cheyenne, Wyoming 82002
(307) 777-6203

DISTRICT OF COLUMBIA

District of Columbia Public Schools
415 Twelfth Street N.W.
Washington, D.C. 20004
(202) 724-4222

GUAM

Department of Education
P.O. Box D E
Agana, Guam 96910
(OS 477-8975)

NORTHERN MARIANA ISLANDS

Department of Education
Saipan, CM 96950
(OS 9311/9812)

PUERTO RICO

Sigfredo Quinones
Department of Education
P.O. Box 759
Hato Rey, Puerto Rico 00919
(809) 751-5372

TRUST TERRITORY OF THE PACIFIC ISLANDS

Office of Education
Saipan, Mariana Islands 96950
(OS 9319)

VIRGIN ISLANDS

Department of Education
P.O. Box 66401
Charlotte Amalie
St. Thomas, Virginia Islands 00801
(809) 774-2810

APPENDIX D

ORGANIZATIONS OF STATE AGENCY PERSONNEL

This directory of organizations and associations of state education agency personnel has been compiled by The Council of Chief State School Officers.

EDUCATIONAL ORGANIZATIONS

OF

SEA PERSONNEL

ADULT EDUCATION:

National Council of State Directors of Adult Education
Bob Allen, Chairman
Texas Education Agency
201 East 11th Street
Austin, TX 78701
(512) 475-3891

Meeting: November
Members: 50

AGRICULTURAL EDUCATION:

National Association of Supervisors of Agricultural Education
323 State Office Building
Atlanta, GA 30334
(404) 656-4077

Robert Crawley, President
State Department of Education
Arch Ford Educational Building
Little Rock, AR 72201
(501) 371-2561

Meeting: December
Members: 125

ART

National Association of State Directors of Art
Dr. Robert J. Saunders, President
Art Consultant
State Department of Education
P.O. Box 2219
Hartford, CT 06115
(203) 566-5223

Meeting: Spring (in conjunction with National Association of Art)
Members: 40

ASSESSMENT

(No present formal organization)
Ed Roeber
State Department of Education
P.O. Box 30008
115 West Allegan Street
Lansing, MI 48902
(517) 373-3354 (can be reached through chief.)

BUSINESS AND OFFICE EDUCATION:

National Association of State Supervisors of Business and Office Education
Joan Briggaman, President
State Office Building
Room 342
P.O. Box 2219
Hartford, CT 06115
(203) 566-4008

Meeting: December
Members: 175

COMMUNITY EDUCATIONAL PROGRAMS:

State Directors of Community Educational Programs
Joe Herrity, President
Iowa Department of Public Instruction
Grimes State Office Building
E. 14th & Grand Avenue
Des Mones, IA 50319
(515) 281-3290

Meeting: December
Members: 46

DISTRIBUTIVE EDUCATION:

National Association of State Supervisors of Distributive Education
Marian W. Potter, President
Bureau of Distributive Education
State Education Department
99 Washington Avenue
Albany, NY 12230
(518) 474-5647

Meeting: December (in conjunction with American Vocational Association)
Members: 120

Permanent Headquarters:
1908 Association Drive
Reston, VA 22091

EDUCATION MEDIA PROFESSIONALS:

National Association of Educational Media Professionals
Ms. Pat Slocum, President
Consultant
Michigan State Department of Education
P.O. Box 3007
Lansing, MI 48909
(517) 374-9631

Meeting: November or December
Members: 105

ELEMENTARY EDUCATION:

National Council of State Consultants in Elementary Education
Sharon Meyer, President
State Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2444

Meeting: March (in conjunction with Association of Supervisors of Curriculum Development)
Members: 60

FOREIGN LANGUAGES

National Council of State Supervisors in Foreign Languages
Dr. Alfred Cage, President
Oklahoma State Department of Education
2500 North Lincoln
Oklahoma City, OK 73105
(405) 521-3361

Meeting: November
Members: 70

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Society of State Directors of Health, Physical Education, and Recreation
Harold D. Lakey, President
Supervisor, Health and Physical Education
Department of Education
P.O. Box C-Q
Richmond, VA 23216
(804) 786-7128

Meeting: Spring
Members: 180

Simon A. McNeely (Permanent Secretary)
9805 Hilbridge Drive
Kensington, MD 20795
Office: (301) 245-8407, Home: (301) 949-2226

HOME ECONOMICS:

National Association of State Supervisors of Home Economics
Audrey Carr, President
Capitol Plaza Tower
Frankfurt, KY 40601
(502) 564-3474

Meeting: December
Members: 280

INDUSTRIAL ARTS:

Council of Supervisors of Industrial Arts
James Snyder, President
932 Elmhurst Drive
St. Albans, WV 25177
(304) 348-7805

Meeting: March (in conjunction with American Council of Industrial Arts)
Members: 70 (includes local supervisors)

American Council of Industrial Arts
1201 16th Street, NW
Washington, DC 20036
(202) 833-4211

INFORMATION OFFICERS:

National Association of State Education Department Information Officers
Gene Compton, President
Kentucky Department of Education
2220 Capitol Plaza Tower
Frankfort, KY 40601
(502) 564-4964

Meeting: July
Members: 65

John Chaffee (permanent executive secretary)
909 Logan Street
Suite 6-C
Denver, CO 80203
(303) 861-1393

MATHEMATICS

National Council of State Supervisors of Teachers of Mathematics
Clare Nesmith, President
Math Consultant
Department of Education
State Office Building
Atlanta, GA 30334
(404) 656-2579

Meeting: April
Members: 125

MIGRANT EDUCATION:

National Association of State Directors of
Migrant Education
Jose Garcia, President
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310
(503) 378-3864

Meeting: May
Members: 48

MUSIC:

National Council of State Supervisors of Music
Lloyd Schmidt, Chairman
State Department of Education
P.O. Box 2219
Hartford, CT 06115
(203) 566-5223

Meeting: Spring (in conjunction with American Conference on Music)
Members: 56

Note: Reorganizing--with to present white papers on various topics to council.

NUTRITION:

State Directors of Child Nutrition Programs
Daniel G. Wisotzkey, Chairman
Department of Education
201 East Colfax Avenue
Denver, CO 80203
(303) 839-2217

Meeting: July (in conjunction with American School Food Services)
Members: 300

PUPIL TRANSPORTATION:

National Association of State Directors
of Pupil Transportation
Dwight Carlson, President
State Department of Public Instruction
Grimes State Office Building
Des Moines, IA 50319
(515) 281-4750

Meeting: November
Members: 51

RESEARCHERS:

Special Interest Group for SEA Researchers
Robert Lucco, Chairman
Bureau Research Planning & Evaluation
State Department of Education
165 Capitol Avenue, Box 2219
Hartford, CT 06115
(203) 566-5371 (can be reached through chief)

Meeting: April
Members: ?

(can be reached through:)
c/o American Educational Research Association
1230 17th Street, NW
Washington, DC 20036
(202) 223-9485

SCIENCE:

Council of State Supervisors
Lonny Love, President
Science Consultant
Room 207 Annex
156 Trinity Avenue
State Office Building
Atlanta, GA 30303
(404) 656-2576

Meeting: Spring (meets just prior to National Science Teachers Meeting)
Members: 100

Franklin Kizer, Executive Director
P.O. Box 6-Q (retired, but send mail to office for forwarding)
Virginia Department of Education
Richmond, VA 23216

SPECIAL EDUCATION

National Association of State Directors
of Special Education
Leonard Hall, President
Assistant Commissioner of Education
Special Education
P.O. Box 480
Jefferson City, MO 65101
(314) 751-2965

Meeting: October
Members: 432

James R. Galloway (Executive Director)
1201 16th Street, NW
Washington, DC 20036
(202) 833-4193

SOCIAL STUDIES:

Council of State Specialists
John Ellington, President
Division of Social Studies
Department of Public Information
Raleigh, NC 27611
(919) 733-3821

Meeting: November
Members: 65 - 70

TEACHER EDUCATION AND CERTIFICATION:

National Association of State Directors
of Teacher Education and Certification
Dr. Charles Mackey, President
Cultural Educational Center
Room 5A11
Albany, NY 12230
(518) 474-6440

Meeting: June
Members: 70 - 80

TEXTBOOK:

National Association of State Textbook
Administrators
Gerald K. Perry, President
Coordinator of Special Projects
West Virginia Department of Education
Capitol Complex 6-B 338
Charleston, WV 25305
(304) 348-7010

Meeting: July
Members: 25

ESEA - TITLE I:

National Association of State Coordinators
of ESEA - Title I
Clarence Morris, President
Department of Education
Arch Ford Education Building
State Capitol Grounds
Little Rock, AR 72201
(501) 371-1186

Meeting: September
Members: 60

TRADE AND INDUSTRIAL EDUCATION:

National Association of State Supervisors
of Trade and Industrial Education
Meeting: December
Members: 120
Dick Kitzmann, President
126 Langdon Street
Madison, WI 53702
(608) 266-3551

Monte R. Janiti (permanent treasurer)
State Department of Education
229 State House
Indianapolis, IN 46204
(317) 927-0257

VISUALLY HANDICAPPED:

Association of State Educational Consultants
for the Visually Handicapped
Meeting: October
Members: 60
Ms. Eleanor Long, President
Pennsylvania State Department of Education
P.O. Box 911
Harrisburg, PA 17126
(717) 783-3238

VOCATIONAL EDUCATION:

National Association of State Directors
of Vocational Education
Meeting: December
Members: 56
5809 Dorsett Drive
Madison, WI 53711
(608) 266-1770

VOCATIONAL REHABILITATION:

Council of State Administrators of
Vocational Rehabilitation
Meeting: Fall & Spring
Members: 84
Joseph H. Owens, Jr., Executive Director
1522 K Street, NW
Suite 610
Washington, DC 20005
(202) 638-4634

Claude A. Myer, Director
Division of Vocational Rehabilitation Services
P.O. Box 26053
Raleigh, NC 27611
(919) 733-3364

APPENDIX E

DATA COLLECTION SURVEY

The following four-part survey was sent to all states, territories, and the District of Columbia in order to gather the data summarized in this publication.

INFORMATION ON STATE BOARD OF EDUCATION STATE:___________

1. Designation: ______________________________

2. Responsibilities:

___also vocational education board
___also vocational rehabilitation board
___libraries
___museums
___adult education
___textbook approval
___educational television
___other (please specify):

2A. Higher education responsibilities:

___none
___two year institutions
___four year institutions
___a separate board, with policy making responsibility, exists
___there is a formal liaison relationship with the separate board

Comment (Briefly describe the Board's role with higher education institutions; does it have regulatory, planning and/or policy responsibilities?):

3. Members:

Selection procedure:
___popular election
  ___partisan
  ___nonpartisan
___appointed by governor
___ex officio (by virtue of position/office held)
___other (Example: must be confirmed by State Senate) (please specify):

STATE: ____________________

Number of members:
___regular
___ex officio

Special members:
___student
___teacher
___other (please specify):

Term of office :
___years

4. Administrative procedures:

compensation of board members:
___expenses paid
$___ per diem
___ other (please specify):

Board officers:
titles: ______________________________
____
____

terms: ______________________________

selection procedure:

Board standing committees (please list):

Board staff:
___executive secretary
___Board attorney (other than State Attorney General)
___others (please provide titles and numbers):

Is Board staff separate from state education agency staff?
___yes
___no

If the Board has a regular meeting schedule, please indicate (Example: second Monday of each month):

STATE: ____________

Briefly describe the activities by which the public participates in the work of the Board (Examples: advisory bodies; designated opportunities for public comment at Board meetings):

What procedure is used to deal with public grievances with regard to Board actions or policies?

5. Promulgation of rules:

Briefly describe any authority of the Board to issue administrative rules. Do these have the force of statute?

6. Additional resources:

Information on all principal Board policy documents:

Titles: ____________________

____

____

How frequently updated?

Name and telephone of contact person to secure copies or additional information:

____

____

STATE: ______________________

7. Please provide any additional information/comment which you think would be helpful to this study:

PERSON WHO COMPLETED/VERIFIED THIS FORM:

Name: ______________________

Title: ______________________

Telephone: ______________________

INFORMATION ON CHIEF STATE SCHOOL OFFICER STATE: ____________

1. Qualifications for office: (Check requirements and basis)

		Required by:		
___	bachelor's degree	___ law	___ Constitution	___ policy
___	master's degree	___ law	___ Constitution	___ policy
___	doctorate	___ law	___ Constitution	___ policy
___	teacher's certificate	___ law	___ Constitution	___ policy
___	administrator's cert.	___ law	___ Constitution	___ policy
___	state citizen	___ law	___ Constitution	___ policy
___	other:	___ law	___ Constitution	___ policy

2. Relationship to state board of education:

3. Additional information in the following categories will be drawn from each state's response to the April 1982 survey to update the CCSSO Handbook:

chief's title
business address
telephone
term of office
date incumbent assumed office
date present term expires
method of selection
salary
areas of responsibility
additional boards/agencies to which chief belongs

NOTE: If any of the information in Item #3 has changed since April, please indicate below:

PERSON WHO COMPLETED/VERIFIED THIS FORM:

Name: ____________________

Title: ____________________

Telephone: ____________________

INFORMATION ON STATE EDUCATION AGENCY STATE:____________

1. Legal status:

(Please review this information, from the 1973 publication of this document, and make any necessary changes.)

State	Designation	Legal status of State department of education, including references to the State board of education and the chief state school officer.

Does the state Constitution or statutory law designate an agency, board or individual as "the state education agency"? If so, please indicate who is so designated, and the basis for the designation. (Example: The state Constitution designates the chief state school officer as "the state education agency".

2. Staff:

____number of full time professional staff in headquarters, (excluding vocational rehabilitation, museums, libraries, state-operated schools and regional offices))

____number of full time professional staff in vocational rehabilitation

____number of full time professional staff in museums and libraries

____number of full time professional staff in state-operated schools

____number of full time professional staff in regional offices

STATE:__________________

Program areas:

____number of full time professional staff in special education

____percentage of that staff federally funded

____number of full time professional staff in compensatory education

____percentage of that staff federally funded

____number of full time professional staff in vocational education

____percentage of that staff federally funded

____number of full time professional staff in adult education

____percentage of that staff federally funded

____number of full time professional staff in CETA

____percentage of that staff federally funded

3. Financial data:

$_______total state education agency administrative budget

_____percentage of that budget which is federally funded

$_______federal funding for compensatory education (ESEA I) in FY82
If the state has a companion, state-funded program, please indicate amount of state appropriation for FY82:
$_______

$_______federal funding for special education in FY82
If the state has a companion, state-funded program, please indicate amount of state appropriation for FY82:
$_______

$_______federal funding for vocational and adult education in FY82
If the state has a companion, state-funded program, please indicate amount of state appropriation for FY82:
$_______

$_______federal funding for vocational rehabilitation in FY82
If the state has a companion, state-funded program, please indicate amount of state appropriation for FY82:
$_______

$_______federal funding for CETA in FY 82

4. Organization:

NOTE: The organizational chart provided in your state's response to the April 1982 CCSSO Handbook survey will be included in this manuscript. If the state education agency's organizational structure has changed since that time, please provide an updated chart.

STATE:________________

5. Please provide any additional information/comment which you think would be helpful for this study:

PERSON WHO COMPLETED/VERIFIED THIS FORM:

Name:________________________

Title:________________________

Telephone:________________________

GENERAL INFORMATION STATE:____________________

1. Organizational pattern:

______average daily membership in public schools, K-12
______number of students in nonpublic schools, K-12

number of students in public post secondary programs
____community/junior colleges
____four-year institutions
______number of students in nonpublic post secondary programs

______statewide population, ages 5-17

______number of operating local school districts
______number of schools

Does the state have intermediate school districts or intermediate service units?
______no
______yes

Briefly describe:

_____number of intermediate districts/units
Relationship to the state education agency:

Are there intermediate school boards?
__no
__yes
How are board members selected?

STATE: ____________________

Types of services provided by intermediate units:
___vocational education
___special education
___transportation
___data processing
___other (please specify):

Does the state have a mandatory school attendance law?
___no
___yes
ages ___ - ___

2. Financial data:

$____________________total budget of the state for FY82

$____________________total state education budget for FY82 (excluding higher education)

$____________________total state higher education budget for FY82

Primary sources for education revenue (please check):
___state sales tax
___state income tax
___local property tax
___excise tax
___state lottery
___other (please specify):

$______________ per pupil expenditure for school year 1981-82 (for public school K-12 students; excluding capital outlay)

Percentage of FY82 revenue for public elementary and secondary schools:

_____% from local governments
_____% from state government
_____% from federal government

$______________average 1981-82 classroom teacher salary

STATE: ________________

Is the state education agency responsible for auditing local school systems?

____yes
____no
If not, what agency has that responsibility?

3. Jurisdiction over nonpublic schools (please check):

___graduation requirements
___teacher certification
___curriculum/textbooks
___health and safety
___athletic programs
___other (please specify):

4. Is there a state mandated testing program?

___no
___yes
Briefly describe (standard test throughout the state?; at which grade levels?; is every pupil in those grades tested?; is the test a graduation requirement?):

5. Teacher certification:

Does the state board set standards for teacher preparation programs?

___no
___yes

Is teacher testing required for certification?

___no
___yes (please describe briefly; in what areas are teachers tested?; what tests are used?):

STATE:__________

Is an internship program a requirement for certification?

___no

___yes (please describe briefly):

Does the state have teacher certification reciprocity agreements with other states?

___no

___yes

Is the state education agency involved in teacher discipline or certification withdrawal?

___no

___yes (please describe briefly; are other agencies, such as a tenure commission, a part of this process?; is a hearing required when a certificate or license is denied or revoked?):

Comment:

6. Briefly describe the role of the state education agency in the resolution of contractual disputes between local school boards and teachers:

___The state education agency has no such role.

___The role of the state education agency is:

7. Directory information:

Please provide on an attachment names, titles, addresses and telephone numbers for the following key personnel, as appropriate for your agency:

Principal deputy
Financial officer
Vocational education
Post secondary education
Vocational rehabilitation
Public information officer
Others you would like included.

STATE: ____________________

8. The attached narrative is from the earlier (1973) version of this publication.

   Please review it and revise as necessary.

9. Please provide any additional information/comment which you think would be helpful for this study:

PERSON COMPLETING/VERIFYING THIS FORM:

Name: ____________________

Title: ____________________

Telephone: ____________________

Attachment

* U.S. GOVERNMENT PRINTING OFFICE: 1983-381-034:103